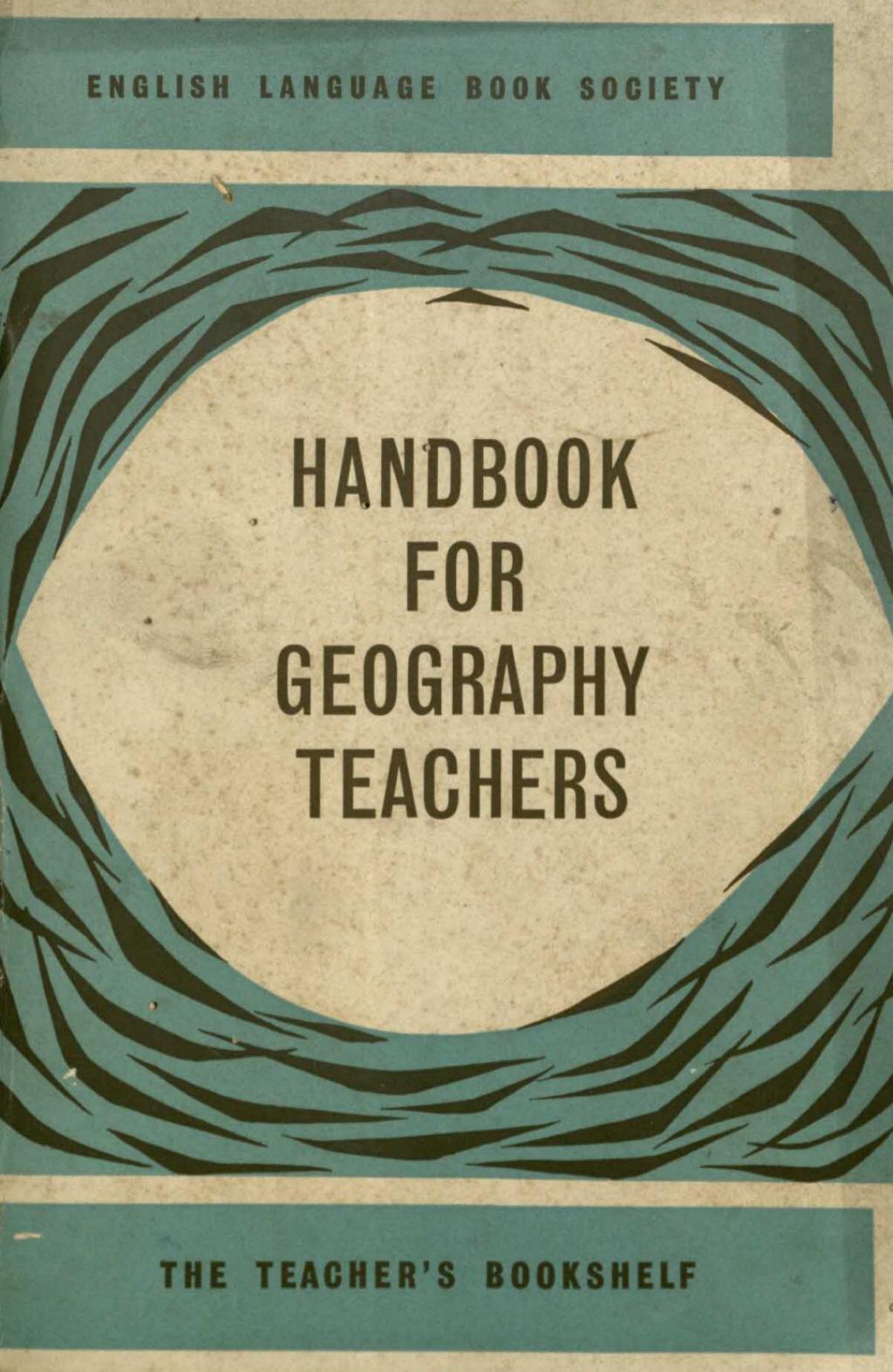


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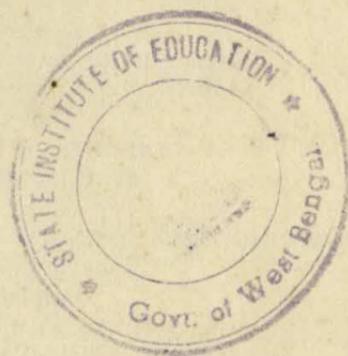


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GEOGRAPHY
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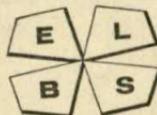
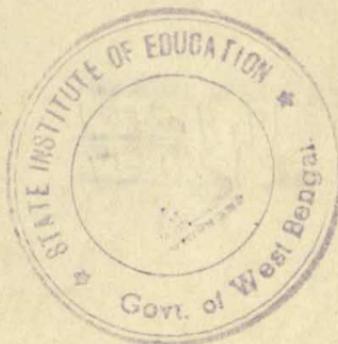
INSTITUTE OF
EDUCATION

Handbook for Geography Teachers

Prepared by the
STANDING SUB-COMMITTEE
IN GEOGRAPHY

General Editor:
M. LONG

University of London Institute of Education



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EDITOR'S PREFACE TO THE FIFTH EDITION

G. J. CONS was instrumental in the revival of this Handbook, which originated as Goldsmiths' College *Handbook for Geography Teachers*. His close association with Miss D. M. Forsaith, editor of the first edition in 1932, together with his work as Chairman of the Institute's Standing Sub-Committee in Geography, made his election as Editor of the revised and enlarged Second Edition a most fitting event.

Under his pleasant, conscientious and careful guidance the new edition was published in 1955. Rapid sales necessitated the publication of a third edition in 1957. A fourth edition was all but complete when he died suddenly on 14th January, 1960; the loss of his encouragement, energy and enthusiasm was keenly felt. R. C. Honeybone took over the final stage of the revision, and the book was published, reset, in 1960.

This, then, is the fifth edition. The arrangement of the sections and sub-sections is, in general, the same as that of 1960, but Section IV, Visual Aids, has been re-cast to clarify its content. All sections have been revised; that part of Section III dealing with atlases and maps has been expanded. The inclusion of a vast number of books published since the last edition necessitated the exclusion, with certain exceptions, of books now out of print.

The speed with which this revision has been accomplished is due in no small measure to the close co-operation of the members of the Standing Sub-Committee in Geography, to whom the Editorial Board wish to express their thanks. The Editorial Board wish also to place on record their sincere appreciation of the untiring, conscientious and accurate work of Miss F. L. Morton, Publications Clerk, and that of her assistant, Miss R. Milner. I am indebted to my colleagues on the Editorial Board for their pleasant co-operation and generous allocation of time for this work. My thanks are due also to Miss K. M. Egan, Deputy Secretary of the Institute, and to Mr. P. Thornhill of Methuen and Co. Ltd.

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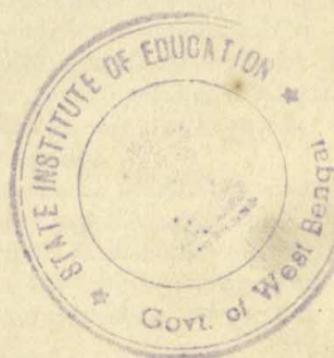
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SECTION I

THE TEACHING OF GEOGRAPHY AND SYLLABUSES OF WORK

Editor's Introduction—Changing Geography

George Cons was the inspiring force behind the revival of this book. His essay on Geography and Education which formed the introduction is worthy of retention for many years. It expresses in his particular style the view of the subject held by the geographers of his generation. But we live, as he would have been the first to affirm, in a changing world. Since the last edition of this Handbook, the publication of *Geography and Education*¹ and of *The Certificate of Secondary Education*² offers an opportunity of reviewing the changes in geography teaching which have occurred in the last thirty years. Both books are major documents for geography teachers. Both are from the Ministry of Education. It is interesting to compare the outlook on the subject of the Board of Education, as given in its *Suggestions for Teachers*,³ with that of its successor.

In the early book there is emphasis on the human side, particularly in order 'to learn something of the relationships within the Empire and the rest of the world . . . and to understand the problems of peoples in other lands'. There is a plain statement that geography should supply a body of ordered facts needed for the understanding of current events. There is the suggestion that there should be application of principles learnt. The importance of map reading is made clear. There should be training in independent seeking after knowledge and in testing the truth of geographical statements.

Interpreted in the light of current practice there is little, in principle, that one would deny, though a few phrases strike strangely on our ears. 'The main emphasis of the instruction' perhaps indicates the attitude that teachers teach rather than that children learn, and 'what facts should be mastered' may put more accent on rote learning than would be accepted today.

¹ H.M.S.O., 1960.

² *Examinations Bulletin No. 1, The Certificate of Secondary Education*, H.M.S.O., 1963.

³ *Handbook of Suggestions for Teachers*, H.M.S.O., 1937.

The aims noted are given in the opening paragraph on geography in *Suggestions for Teachers*. The intention of the authors is better shown in what is advocated in the main body of the chapter. The content for older children is in effect the locality, the homeland and the rest of the world. Towards the end of the school course the topic approach is recommended, though the subject matter is offered under the somewhat formal categories of physical, economic, historical or regional headings. There is ample attention devoted to map work, but not a great deal to picture study as such. Background reading and the use of other informal material is stressed, but for its descriptive value rather than for analysis. Although the locality is studied, there is but a short paragraph on journeys and visits.

It would be presumptuous and unfair to attempt a summary of such a scholarly work as *Geography and Education*. It is a landmark in the development of the subject in schools in this country. Its very existence shows the recognition that geography has now achieved in them. The pioneers of the earlier days—and Cons ranked among them—can well be satisfied. The chapter on geography in *The Certificate of Secondary Education* is clearly the product of the same minds, and as it concerns a group of children historically comparable with those of the senior elementary schools is perhaps more suitable for our purpose.

The parallel between the chapter on geography in the *Handbook of Suggestions* and that in *The Certificate of Secondary Education* is increased by their common opening paragraphs, 'general considerations', and to compare these is a nice exercise. Both show a vivid awareness that geography is but a means to education. Both see its importance as a subject which gives background to human affairs, and which gives opportunity to develop the aesthetic and imaginative element in children's minds. The real changes are found in the expansion of these general considerations where content and method are considered in more detail. These changes are of addition and emphasis, rather than fundamental alterations to the purpose of the subject in school.

The first change is put forward with some diffidence. It may be a subjective impression and not entirely attributable to the *Suggestions*. There seemed perhaps more attention paid to the human and personal side of geography thirty years ago. Study was directed more towards the understanding of people than it is today. This is now replaced by a more intellectual approach. The landscape is analysed; the scientific handling of material bulks more largely. Have we moved

from a study by the heart to a study by the head? Geography has room for both.

Another change which is less debatable, and which appears very clearly, is not one of principle but of method. There is no doubt that the Board in its *Suggestions* did its utmost to persuade teachers that geography must be of real places and of real people. So does the Ministry today. The means are different, and the reasons for the change a result of other developments.

The expression 'field work' does not appear in the early work. Instead we find 'outdoor work', 'first-hand experience', and 'study of the locality' commonly used. The geographers of the thirties, like their predecessors at the turn of the century, were well aware that the subject should include practical outdoor work. The expansion and codification of this aspect of geography is the most striking post-war change. Local studies have become field studies, but the alteration is not merely one of nomenclature only, it is one of expansion and accent.

✓ The more scientific attitude, the increase in field work, and the more readily available supply of pictures and other geographical raw material have caused the change in the classroom approach to reality. Where in the past descriptive material was used to build up a vivid impression of a place, today it is used for a more scientific analysis. The facts are brought into the classroom as laboratory specimens rather than as the artist's colours. Some of the questions in the new examination 'should be designed to test the ability of the candidate to handle source material of varying kinds'.

From *Geography and Education* we select two paragraphs¹ and one chapter,² each without counterpart in the earlier book, but each in its way characteristic of geography today. The two paragraphs expound the empirical as opposed to the deductive method. They are the philosophical justification of the examination of data in the classroom, and they are a rebuttal of an element of determinist thinking which has not entirely disappeared. The old formula of the systematic geographies, of relief, climate and vegetation followed by agriculture, industry and population, is still not uncommon. This can lead children to acquire a deductive habit of thought which has its pattern and its pitfalls. These habits of thought are not easily thrown off, but it is the more rigid discipline of seeking for

¹ *Geography and Education*, p. 31.

² *ibid.*, p. 42.

explanations of observed facts which has made geography scientifically respectable if less humanistic in its outlook.

The explosive expansion of sixth forms in recent years, with its concomitant shortage of university places, has had its repercussions on geography teaching, as on that of other subjects. The feeling of pressure which impels some sixth-form teachers to cram for results was not so noticeable in the less competitive past when there seemed more time for wider reading and deeper thinking. Recent A level examiners' reports summarise weaknesses: 'the candidates showed no evidence that they were in the habit of discussion' . . . 'many candidates come with "prefabricated" thoughts and show themselves to be unwilling to think' . . . 'only the more able select their material purposefully and evaluate its relevance and importance' . . . 'the candidates should not only remember the facts but be able to manipulate them by discussing relationships between them'. In the chapter 'Geography in the Sixth Form', the exposition of what is good sixth-form education, through the medium of geography, is the positive reply to the examiners' mainly negative criticisms. It emphasizes the need for studying a variety of good texts with facts to justify their statements; the training of pupils in handling material in argument; the desirability of field work particularly for fostering the spirit of discovery, and the need for 'the most exacting exercise' of written essays on problem-type questions. It sees the process of learning as 'concerned both with acquiring knowledge and with handling that knowledge in terms of judgment and argument'. This emphasis on the handling of knowledge at sixth-form level reflects the whole attitude of present-day geographers in that it is fundamentally based on the consideration of discovered data. Indeed, the chapter summarises the cultural value of geography at its best.

A final summary of trends in school geography during the past quarter of a century sees greater changes in method than in content. Outstanding is increasing emphasis on the scientific study of detail. Field work receives recognition not only because it provides reality and first-hand experience, but in the opportunities it offers for scientific study and research. It is clear that geography still studies places; the study of the people in them appears diminished in emphasis. It needed Wooldridge in 1949 to insist on the *ge* in geography. Perhaps our need now is for a like champion to put geography again among the humanities.

M. LONG.

1. Geography and Education

'Abstract yourself from this book; realize where you are at present located, the point where you stand that is now the centre of all. Look up overhead, think of space stretching out, think of all the unnumbered orbs wheeling safely there, invisible to us by day, some visible by night; think of the sun around which the earth revolves; the moon revolving round the earth and accompanying it: think of the different planets belonging to our system. Spend some minutes faithfully in this exercise. Then again realize yourself upon this earth, at the particular point you now occupy. Which way stretches the north and what country, seas, etc? Which way the south? What way the east? Which way the west? Seize these firmly with your mind, pass freely over immense distances. Turn your face a moment thither. Fix definitely the direction and the idea of the distances of separate sections of your country, also of England, the Mediterranean Sea, the North Pole, and such like places.'¹

In this exercise, devised by Walt Whitman who believed in the value of geography for his vision of the world, and studied the subject systematically in his programme of self-education, there is revealed the first gift of geography to education—outlook in space. Without this power to orient himself to the round earth, to project himself in space both in terms of direction and of places in their distances from one another and in terms of their sizes and shapes, no person can consider himself educated. Each age has its own geographical perspective, the viewpoint of which an educated person needs to know. Otherwise he is geographically lost in this modern age, wherein we have achieved the annihilation of space and speak of a shrinking world, and the habitat of each human being has become the entire global earth in all its diversity. How many are lost in this geographical sense, cloistered in a habitation where the windows of perception are restricted in outlook to a garden and a patch of roads and streets with no trained geographical vision set to the gauge of this round earth? Such geographical illiterates live on the round earth, but are blind geographically. They are blind to the significance of geographical position; for example, they will hardly appreciate Sir Halford Mackinder's statement in the first chapter of *Britain and the British Seas* when he says: 'Great consequences lie in the simple statement that Britain is an island group, set in the ocean, but off the shores of a great continent . . .' and also that Britain is possessed

¹ Complete Prose Works of Walt Whitman, Camden edition, 1902, Vol. VI, pp. 56-57.

of two qualities 'insularity and universality'.¹ Let it here be noted in these statements of Mackinder's we have scientific facts which can be measured and described, and also values, both knowledge and understanding, gained, as Debenham expresses it, 'in the pursuit of wisdom with respect to place',² which for him is the central purpose of the study of geography. This is a reverberation of Mackinder's philosophy, which in his first public lecture to teachers of geography, given over sixty years ago in January, 1904, affirmed with his usual insight that geography in schools was an 'outlook' subject and one of its aims was the training of 'outlook in space'.

Position and direction, size and shape, though they provide the prime co-ordinates of the geographer's vision, do not fill the whole horizon of the geographical outlook. Place has other endowments of land form and structure, of vegetation, soil and climate: these attributes compose the geographical landscape in its physical setting. Each of them has captured the inquiring mind and provides the subject-matter of the sciences of geology, geomorphology, soil science, ecology, meteorology and climatology. In so far as these sciences study their phenomena in terms of 'outlook in space' they become geographical sciences, and for the purpose of the systematic description of the landscape each science needs to be studied separately—meteorology for the study of the air and its ways, climatology for the study of climatic elements and factors and climatic regions, ecology for the study of plant associations, and so forth.

But the geographical outlook is truly focused on the 'interrelatedness of things', the interrelation of the elements of the physical landscape, the interlocking processes and patterns of the facts of structure and relief, soil and other facets of the earth's surface. This focus of interrelatedness is aptly expressed by Humboldt when he says: 'In considering the study of physical phenomena, we find its noblest and most important result to be a knowledge of the chain of connexion by which all natural forces are linked together and made mutually dependent upon each; and it is the perception of these relations that exalts our views and ennobles our enjoyments.'

We now arrive at the second gift of geography to education—it is the perception of relations inherent in the surface features of the earth. This principle of interconnexion can readily be illustrated on the terrestrial plane, but it may be more helpful to elaborate its educational significance by reference to our own islands. To see, to ad-

¹ *Britain and British Seas*, 2nd edition, p. 12.

² *The Use of Geography*, p. 11.

mire, and to understand the regional landscapes of the British Isles is the birthright of us all. Much may be vouchsafed to the untutored eye of the magic of the landscape of the Downs, the Weald, the Highlands of Scotland, the Lake District, Snowdonia, the valley country of the Midlands, the coasts, and the rest of the rich mosaic of landscapes of our Homeland. But the untutored eye needs to be trained to perceive the 'chain of connexion' in the landscape, the chain of relations of landform and structure, of soil cover and underlying rock, of vegetation and climate and the other related aspects. This training is given in the study of geography in schools. From the primary school stage to the secondary stage the children are initiated into the scientific study of landscape and they are introduced progressively to the appropriate aspects of the geographical sciences (details of content and methods of study are given later in this Section).

Such scientific study of landscape needs to be real, and for that purpose it is now accepted practice for the children to be taken for long spells out of the classroom into the 'field', either on half-day and day visits or school journeys of a week or more, when the children in close contact with the actual landscape are trained 'to observe nature, to read maps and to understand the fundamental connexions of phenomena' (Hettner).

There are many signs of a reawakening of an informed and lively interest in the landscapes of Britain. It is a movement in which natural scientist, architect, town-planner, geographer and artist have participated and the establishment of field centres, National Trust areas, and National Parks is an expression of its support. It is the mark of an educated person, as he travels across the country, to ask himself significant questions: What makes this landscape so appealing? What has given it its character? Why does it look as it does? It may be claimed that by virtue of a training in geographical outlook, in the geographical sciences and in the trained perception of the facets of landscapes the educated person will discover the answers and, as a result, order and understanding will be brought progressively into the rich mosaic of the regional landscapes of Great Britain: he will understand the earth processes which have shaped the landscapes and they will be part of the geographical reality of our island home.

It is well to remind ourselves that in these field expeditions geography is also reviving and reinforcing a tradition of our education which first found its expression in Milton's *Tractate of Education*, when he says: 'In those vernal seasons of the year, when the air is

calm and pleasant, it were an injury and sullenness against nature not to go out and see her riches, and partake in her rejoicing with heaven and earth.' Then youth, according to Milton, should be encouraged 'to ride out in companies with prudent and staid guides, to all quarters of the land: learning and observing all places of strength, all commodities of buildings and of soil, for towns and village, harbours and ports of trade'.¹ In Milton's academy this 'opportunity of gaining experience' took place at the end of a two or three years' course, whereas we would recommend these field excursions to be taken throughout the school course.

Briefly we must mention another value of this field work. As Whitehead suggests in his powerful plea for aesthetic education, 'When you understand all about the sun and all about the atmosphere and all about the rotation of the earth you may still miss the radiance of the sunset'.² Geographical field work makes such a gap in experience less likely. On a field excursion, the light of the setting sun will tell vividly on the landscape and illumine and sharpen the details of its form and facets, of its shape and patterns; analysis and comment will be made and questions will be asked and discussion ensue. To this intellectual enterprise in the light of the setting sun there will be an overtone—a pervasive awareness of the feeling and delight of natural beauty, and though it is a great extra that is caught, not taught, for 'the spirit bloweth where it listeth', it is a matter of faith that 'the radiance of the sunset' will not be missed. It will touch the aesthetic sensibility and it will heighten the whole experience. In these field excursions we are helping to draw out habits of aesthetic apprehension and the habit of the quest and reverence for natural beauty, it is hoped, will remain throughout life to give refreshment and delight and to nourish the imaginative vision—a quality of great value to the educated person.

As far as his circumstances of life permit the educated person will be stimulated to travel in order to satisfy his desire to experience the natural scene and its beauty in his own country and in other lands. But as the late Mrs M. S. Anderson, in her sensitive and exquisite anthology of nearly 400 descriptions taken from more than 100 authors, the *Splendour of Earth*, states: 'Few of us will ever see for ourselves the Grand Canyon of Colorado, the Painted Desert, dark Amazon, daughter of the Andes, the Mountains of the Moon, or the Valley of Ten Thousand Smokes—we must rest content with the

¹ Milton's Prose, World's Classics, p. 157.

² *Science and the Modern World*, p. 248.

written word, a photograph or two, and perhaps a travel film.¹ From her own reading of Stevenson, Kipling, D. H. Lawrence, T. S. Eliot, and many other writers, she gathers a host of descriptions of the geographical scene of mountains, valleys, seas, and so forth because 'no deadly accurate, purely technical description can bring vividly to life a mountain, a great river, or even a climate, can make it our own to love and to remember, as an imaginative description by a great writer can do'.² So also the educated person with a geographical outlook, trained in the field, in order to extend his journeyings in imagination, will go to the literature of travel, to the descriptive poet and to the artist of landscape as aids to his imaginative enjoyment of other lands, their wonder and beauty. These are some of the considerations which have led to the compilation of the Section of this *Handbook*, 'Geography in Literature, Exploration and Travel'.

This aspect of geographical training and outlook is in line with the tradition of the subject. In 1920 Lieut.-Colonel Sir Francis Younghusband, in his Presidential Address to the Royal Geographical Society, entitled *Natural Beauty and Geographical Society*, endeavoured to resurrect the aesthetic tradition of geography. In the course of his address he said: 'I am not claiming more than that knowing natural beauty (and being aware of it) is part of geography.'³ Vaughan Cornish responded to Younghusband's plea, and for many years he has kept careful records of the geographical aspects of natural beauty and the resulting assemblage of descriptions was published in a book entitled *The Beauties of Scenery*.

Our next stage in this brief exegesis of the geographical argument may be introduced by another of Mackinder's profound statements: 'The mind which has vividly grasped in their true relations the factors of the environment is likely to be fertile in the suggestion of new relations between the environment and man.'⁴ Let it be noted that Mackinder affirms the primacy and importance of the physical basis of geography. But in this statement we have a new link in the 'chain of connexion'—namely, man. We are now introduced to geography's total field of discourse which may be defined, bearing in mind our earlier discussion, as the study of place as modified by man. So the way in which man is conceived in the geographical argument is as important as his treatment of the physical environment. For the geographer, man is no lay figure which he takes from his cupboard as

¹ M. S. Anderson: *Splendour of Earth*, author's Introduction, p. xxv.

² op. cit., p. xxv.

³ *Geographical Journal*, Vol. LVI, p. 4.

⁴ *Proc. Royal Geographical Society*, New Series, 9 (1887), p. 144.

the occasion demands and dresses up and animates to suit his purpose. Such a geographical man needs burial at once, otherwise the abstraction will continue to haunt our classrooms. The truth is that in the study of geography man is conceived in his social reality, not as an individual but as a member of a group. Vidal de la Blanche gives the true conception of geographical man when he states, 'man is geographically significant in groups, he modifies the surface of the earth in groups'. These groups are communities and, as Mackinder states, 'Communities are of different orders—races, nations, provinces, towns—the last two expressions used in the sense of the corporate groups of men'.¹

Such a view takes the geographer into those branches of knowledge that study human affairs in their social context. Just as he culls facts from geology, climatology, ecology, and the other earth sciences, so the geographer goes for his social facts and ideas to social sciences, to economics and sociology, to ethnology and anthropology and to history. These studies provide the social data for economic geography, urban geography, political geography, and historical geography. They provide the content of the social aspect of geography which when emphasized is termed human or social geography. But it must be clearly understood that these facts of community, these social processes are studied in a unique way—that is, geographically. Let Brunhes, who has been the most successful geographer in producing a systematic approach to human geography, make this important point clear in the following statement from his work, *Human Geography*: 'For that reason we are entitled and obliged to add to those material forces which we have seen continually in action, this new force not entirely of a material nature, though it should show itself in material effects—the force of human activity. That is why we are led as geographers to study man's actions in nature without ever separating them from the study of natural or physical geography'.² Cut away the earth from man, sever the territorial basis from community and the study ceases to be geography. In the welding of the 'material forces' and 'the force of human activity', of the physical processes and the social processes lies the unique point of view of geography. The physical landscapes bear the impress of man's cultural activities. These physical and cultural features of landscape combined to give character or personality to place, a *genre de vie* to regions of varying orders. The region is the unit of study of geography. Whenever man enters a

¹ op. cit., p. 157.

² *Human Geography*, p. 216.

region he immediately alters the natural landscape and, as Isaiah Bowman says, 'not in a haphazard way but according to the culture system which he brings with him, his house groupings, tools, and ways of satisfying needs'.¹ And the most important social aspect of the culture system, or way of life, with which geography is concerned is work, using that term in its broadest sense, as Brunhes uses it when he says: 'Man comes into the closest relationship with his physical environment through the facts of his work, the house he builds, the road he travels along, the mine he excavates and the field he cultivates. . . .'² So we may now summarize this discussion and define the scope of the geographical outlook as the perception of the 'place-folk-work' relationship in its regional setting. The study of geography reaches its full scope, however, in the comparative regional studies of the world, both in their present reality and their past development. This extension of perception of relations to embrace place, folk, and work broadens both in range and in depth the contribution of geography to education.

We are in the position to bring into more striking relief a special aspect of the social content of the geographical outlook and to consider its contribution to education. By his contact with the patch of the earth on which he lives and has daily intercourse, seeing and hearing the dominant sights and sounds of its landscape, observing the work of his neighbours, the individual feels part of the geographical scene of the parish and village, of the neighbourhood and its community: he feels he 'belongs to' its territory. This feeling of 'belonging to' a territory is fundamental in the balanced growth of the educated person and is therefore educationally most significant; the feeling of 'belonging to' a territory begets loyalty to place, from which grows a sense of responsibility for its 'good life'. By local field work and study, our schools can help to deepen the individual's roots in his local territory and can train the future citizens to understand the aspects of the environment and community which link them in 'the chain of connexion' to the patch of the earth to which they belong.

No less important, by field excursion and study, is the discovery of the region of which the parish and village or the neighbourhood and town form a part. Exploratory expeditions should be conducted to gain first-hand experience of its physical and cultural landscapes, to appreciate the scenery and to investigate the modes of economy or

¹ *Geography in Relation to the Social Sciences*, pp. 149 ff.

² *Human Geography*, 1953, p. 206.

'work'. As a result, there will be a realization that the region has a certain coherence of common landscapes, and a common way of life in which the individual shares, and from which he takes significance. He appreciates the meaning of regionalism for the richness of our life and will be concerned for its future and interested in regional planning.

Similarly, 'love of country' is an expression of belonging to a national territory and a national community. In the study of the geography of Great Britain, the individual will make the great discovery of the regional diversity of his territorial heritage; he will gain a sympathetic understanding of the life and work of the regions; and he will realize the great truth that the land of Britain is one of the most humanized in the world—truly a Homeland, a Homeland with which geography gives a 'loving familiarity'. Again the feeling of 'belonging to' a territory, to his own country, will be deepened by geographical study, and this feeling will become a powerful catalyst for the balanced growth of national sentiment of loyalty and the responsibility of national citizenship.

Then comes the extension of this vital experience of man, in the identification of himself with a common territory and a common humanity to encompass the whole world. Here is another great contribution of geography to education—the perception of terrestrial unity and the growth of a vision set to the gauge of the round world, understanding the links with a common earth and with a common humanity. From the comparative regional studies geography can awaken the understanding of the interdependence of the peoples of the world and its resultant problems which will provide an introduction to the study of international relations. So it has become one of the aims of the teaching of geography in schools to lay the foundations of an international mind that sees the salvation of man in the establishment of a world society. To this aim geographers, such as Fleure and Unstead, have devoted much of their life and thought, and so important do we consider it that international understanding has become the subject of much research.

In the perception of relationships the geographer has a most useful and fascinating medium of accurate record and interpretation—namely, the map and the globe. He records with precision his observations in the field on maps; he translates the physical and social data into maps and makes climatic maps, land use maps, economic maps and population maps: and he interprets Ordnance Survey maps and foreign maps of similar scale. As he studies, for example, a 1-inch

sheet of an Ordnance Survey map, his knowledge of the map language, the conventional signs, descends upon the particular map and, as a result of training, with magical immediacy he sees in the mind's eye the elements of the landscape with vivid, sensuous sharpness. Then the 'rationalizing eye' begins to perceive relationships and interprets their significance, and it is as though the gaps of knowledge implied in maps are revealed. The creative use of maps in the geographical argument is one of the outstanding features of the intellectual power of a geographer and the skill to make, read and interpret maps is a most important aspect of his discipline. In a graded course, both in primary and secondary schools, the details of which are given later in this Section, children are initiated progressively into map-reading and map-making so that they can visualize readily the landscape from the sheets of an Ordnance Survey map whose artistry they have learnt to appreciate; and also they will turn readily to a good atlas and use it intelligently when discussing the affairs of the world. The reading and understanding of the map is an important skill without which no person can consider himself truly educated.

Another medium of record and interpretation is the photographic picture, especially the aerial photograph. In the picture there is not only a record of geographical fact, but the pictorial representation gives a touch of realism to the geographical scene which is a great aid to the perception of relations. The still picture, in whatever form, as photographic print, lantern slide, or film strip, has the special function of showing the relatively static elements of the landscape. The moving picture or film captures movement and makes its special contribution in terms of movement. Then there are charts, diagrams, models, and specimens. So great is the importance, the variety and the wealth of such visual aids that a special section has been devoted to them in the *Handbook*.

The discipline of geographical study embodies a distinctive way of thinking. For Mackinder, who gave much thought to the nature of geographical thinking, imagination or visualization was the specifically geographic mode of thought. He referred often to the visual way of thinking of the geographer, and in his introduction to one of his textbooks, *Our Own Islands*, he encouraged teachers of geography to train children 'to think visually with accuracy and with readiness',¹ and this aim was affirmed by Fairgrieve in his well-known phrase, 'to imagine accurately'.²

The visual component of the geographer's way of thinking was

¹ *Our Own Islands*, Philip, 1906.

² *Geography In Schools*, 1926, p. 12.

emphasized by Mackinder in such a phrase as 'the visualizing eye and the rationalizing eye'; the 'rationalizing eye' denotes the perception of relations and the mental activity of this 'eye' operates with the intimate support of 'the visualizing eye'; together 'the visualizing eye', the imagination and 'the rationalizing eye', the intellect, bring geographical truth into focus.

To make clear this brief analysis of the geographer's way of thinking, it will be helpful to consider an extract from Mackinder's writings: 'Imagine a vast tawny desert, raised a few hundred feet above the sea level. Imagine a valley with precipitous rocky slopes trenched into this desert plateau, and the floor of the valley carpeted with a strip of black soil, through the midst of which winds northwards for five hundred miles a silvery navigable river. That river is the Nile flowing from where the granite rocks of Assuan break its navigability of the first cataract to where its waters divide at the head of the Delta. From desert edge to desert edge across the valley is a crow-fly distance of some ten or twenty miles. Stand on one of the brinks with the desert behind you; the rocky descent falls from your feet to the strip of plain below, and away over the floods of the summer-time, or the green of the growing winter-time, or the golden harvests of the spring, you are faced by the opposing wall of rock rising to the other desert. The recesses in those rock fronts were carved long ago into mighty effigies of kings and gods. Egypt, in this long sunken belt, was anciently civilized because all the essential physical advantages were here combined for men to work upon. On the one hand were a rich soil, abundant water, and a powerful sunshine; hence fertility for the support of a population in affluence. On the other hand was a smooth water-way within half a dozen miles or less of every field in the country. There was also motive power for shipping, since the river current carried vessels northward, and the Etesian winds—known on the ocean as trade winds—brought them southward again. Fertility and a line of communications—man-power and facilities for the organization; there are the essential ingredients for a kingdom.'¹

Note the opening exhortation, to 'imagine'—the recall of precise visual image—'the vast tawny desert', 'the valley with precipitous rocky slopes', 'the floor of the valley': and in the final sentences the 'rationalizing eye' perceives the relations—'the essential ingredients for a kingdom'. To give precision to his visual way of thinking, the geographer also mobilizes the resources of map and picture already mentioned.

¹ *Democratic Ideals and Reality*, Pelican, 1944, pp. 30-31

To the images we give names to denote the objects which it is the aim of the images to produce. These names become part of the knowledge with which the images are constituted. (In passing, we may mention Mackinder was alive to the great danger of teaching merely words. He said, 'Every time we teach a name with no real image attached we are causing "little ones to stumble"'.) In the above quotation the words evoke the precise and accurate visual images of the desert, the valley and so forth, and then Mackinder, with the great artistry of his description, touches the scene to life and we see in the mind's eye the geographical realities.

Thus geographical style of explanatory description involves the balance of two intentions—the artistic intention to evoke the geographical scene and its realities; and the scientific intention to mediate the rationalizing aspect of the subject or the perception of relations. It is the marriage of these two intentions, the scientific and the artistic, which constitutes geographical thought and style: furthermore, it denotes the nature of the bridge between the sciences and the humanities in its discipline.

In this fusion of the sciences and the humanities geography is restoring the balance of the imagination and the analytical intellect of science. It is achieving a real synthesis between the two conceptions of culture, the humanistic and the scientific, and thus it is helping to close the rift in our culture.

G. J. CONS.

2. The Primary School

Work in the primary school cannot be considered without reference to educational principles which place in the foreground the children, their interests, capacities and needs—not the teaching of subjects. A primary school teacher's task is to provide opportunities for children to pursue the studies and activities which come naturally to them, and, by working with the children, to lead them to gain the skills, knowledge and understanding appropriate at each stage. The result is a sounder body of knowledge, and a better preparation for future study, than is the case when brief lesson periods are used for instruction in isolated subjects—with children too young to perceive what a subject is.

As long as geography appeared as a subject on a time-table, for children younger than about nine plus, many teachers felt it necessary to adapt what they recognized as geography (mainly 'Life in Other

Lands') in an attempt to provide something 'suitable' for young children; and picturesque but unauthentic stories are still told, under the heading 'Geography', in some primary schools. Even when the subject-matter is correct in itself, an approach which begins with things beyond experience is not the most suitable, either educationally or geographically. A better way is to work towards the subject, using the many opportunities offered by the children's own interests and enquiries, which, up to the age of about nine, are concerned mainly with things they have experienced at first-hand, at least as far as the real world is concerned. The world of fantasy is often, of course, equally vivid to them, and equally interesting; but the approach to geography—a scientific subject—should not be placed therein.

To follow the children's lead, and proceed only as far as their capacity allows, does not mean that the work is slight, nor anything but satisfactory in standard. Many of the interests characteristic of children at the junior stage are close to the subject-matter of geography; and when children are enabled to plunge into studies which are real, and genuinely their own, they carry those studies much farther than has often been thought possible. This applies not only to average or intelligent children, but also to the more backward, partly because geographical work is often practical, uses much visual material, and is concerned with concrete things. Many children who cannot read or write fluently show real competence in the use of maps or diagrams.

For the teacher, it is often a question of withholding certain facts, explanations or materials, and waiting until the children show—by their inquiries or in other ways—that they feel the need for those ideas, or are ready for those materials. It is also a question of recognizing opportunities; of providing the right situation, materials and guidance; and of realizing that through a given study or activity the children are making progress towards several subjects, of which geography may be one. From the age of about six upwards boys and girls are eager to investigate their own surroundings and to watch the people at work there. A given piece of exploration, e.g. following the course of a local stream, or observing the seasonal changes and associated work on a farm or in a park, may, at one and the same time, provide work in nature study and English, perhaps also in painting or drawing, while giving much that is part of the essential background for future geography. And a geographer, knowing his subject to be founded on observation in the field, recognizes that it is entirely sound for children to follow their natural urge to explore, or

to stand and stare, and then to record what they have seen—at first in speech, drawing or modelling, or even in dramatic play, and later in writing, as well as in maps or diagrams.

Work of this kind is important at this stage for other reasons. Sooner or later it leads to the use of large-scale maps or plans, which comes readily to children at about the age of eight, and which should be encouraged at every opportunity. Also, through work that gives plenty of first-hand experiences, the children gain a store of concepts and a grasp of the meanings of common terms—terms which they will need in later geographical (and other) work, but for which they feel the need here and now. New words are eagerly learned and used with pleasure by a child who wants them in order to express facts and ideas he finds interesting and real. Such terms are without number. Depending on the locality, a few examples might be valley, ridge, tributary, meander, wharf, cargo, cutting, embankment, cove, promontory, etc. Many are associated with human activities like farming (feed, stock, furrow, etc.), fishing, transport, building, mining, and so on.

Later studies, especially but not only in geography, will often be concerned with facts beyond experience. These are best prepared for by encouraging junior schoolchildren to look closely at quite ordinary things, finding out by observation and experiment—for instance, the effect of a hard frost on the clods of newly-dug soil; the work of eroding, transporting and depositing performed by a miniature torrent after heavy rain; and innumerable other details associated with our changing weather conditions and their effects on plant, animal, and human life. Another study of first importance is that concerned with sun-cast shadows—a source of unfailing interest to the younger juniors. This should lead to the realization that north is the direction of the shortest (or noon) shadow. Older juniors can record the differences in this shadow's length as the seasons go by, and so gain a background for work (at the secondary stage) showing how and why there are differences in the sun's altitude at noon in different seasons and in different latitudes. Even at the age of ten or eleven, by using a globe in the light from a lantern, children can discover that meridians are lines of noon-day shadows over the round earth, and therefore time-lines as well as north-south lines. (For fuller details see O. Garnett, *Globe and Map*, Blackwell 1956.)

The above examples may serve to show that work which follows the children's interests and suits their capacities can be entirely sound

as a preparation for future geography. The last example also illustrates how understanding—of what might be called one of the geographical techniques—can be founded on an interest common to children at an early age. The cardinal points, and meridians and parallels, are fully understood only in the light of simple knowledge about sun-cast shadows; and the first step towards this understanding is taken when children play with their own shadows at about the age of seven. A teacher's guidance at that stage, and later, can direct the play into channels which have a special value, both at the time and subsequently.

The experiences and interests of children are not confined to the home area. By the age of eight or nine plus it often happens that different members of a class can contribute facts about distant parts of Britain they have visited on holidays. The children's descriptions may not have a textbook quality; but, besides giving reality, at least some of them include points of geographical significance—concerning features of the sea-coast, of hills and rivers, of farming or fishing, etc.; not to mention details as to the time taken for particular journeys—valuable in giving some conceptions of the size of the children's native land. The last is important, if only because a map of 'The British Isles (or England and Wales) on the same scale' is inset, for comparison, in atlas maps of other parts of the world—maps which the children will begin to use in about a year's time. But, apart from these advantages, it gives a child pleasure and encouragement to feel that his own experiences have a value in school work. The children's never-failing interest in bridges, rivers, harbours, lighthouses, railways, canals, in farming, mining, and other kinds of work, indicates the kind of subject-matter which should figure in a first survey of distant parts of the children's own country; and with it their first use of maps of Britain.

It is wisest to postpone planned studies of far-off lands until the last two junior school years. By the age of ten the children's imagination is still very vigorous, but more disciplined than formerly, partly because they now have a store of concepts on which to draw (though they are still at the stage when much first-hand observation is necessary). They are keenly interested in stories of travel and adventure—an interest which lends itself to studies of exploration and of other journeys in distant lands and seas. These studies call for an approach to the idea of a spherical earth, to the representation of the round earth by a globe, and, less satisfactorily, by maps of the world. By the age of ten children should possess some of the background needed

before training in the correct geographical use of globe and world-map can begin. In their studies of distant lands and peoples, the children are eager for all kinds of intimate details, partly because of their desire to create vivid and satisfying mental images of things beyond their experience. They have a keen sense of wonder, and they delight in things strange or marvellous, trying by all means in their power to perceive them truly and clearly as actualities; and when they have grasped certain descriptive facts, as shown perhaps in a picture or in a piece of narrative, they inquire into the 'How' and 'Why' of them. A teacher should plan all studies of this kind with the above sequence in mind, letting a photograph or a film, or a graphic account, speak first, and waiting until questions which ask for reasons or explanations come from the children.

It may need emphasizing that no general survey of the world, continent by continent, or region by region, is suitable or possible at this stage. The children are not ready for generalizations, nor for the use of abstract terms. They enjoy narratives like that of Buchanan's journey across the Sahara from Nigeria to the Mediterranean, or the climbing of Everest; and from such accounts they learn much about differences in vegetation associated with different climatic conditions, about the extent of the Sahara or the characteristics of the Himalayas. But it would be absurd to use the terms Relief, Climate, Natural Vegetation, etc., as headings for the study of a continent. It is far more suitable to carry out a few carefully chosen sample studies, which make a few contrasting parts of the world real to the children, and enable them to learn their way about the globe and the map of the world while receiving training in the use of an atlas. But, since boys and girls of average capacity can use books independently at about the age of ten or eleven, they should find out much for themselves, sometimes using first-hand sources, and working at their own rates, often in directions chosen by themselves. In this way their interest in far-off lands and peoples may be both satisfied and fostered; and they may not only extend their own knowledge but become aware of 'how much more there is to know', and perhaps develop a reading interest that will remain.

In the last junior school years the children do not cease to show a vigorous interest in the features of the home area and of places visited. By this stage they should have had considerable training in observation, and experience in the use of large-scale maps (as outlined below). They can sometimes undertake independent field work; and, of course, a school journey at this stage offers valuable opportunities.

Many of the children's questions, which now become increasingly numerous and penetrating, are concerned with matters of physical geography, among other things with rocks and stones—an interest which sometimes leads towards the beginnings of simple geology. Weather study also becomes more systematic, associated with the use of simple recording apparatus and the making of the children's first graphs.

MAPS IN THE JUNIOR SCHOOL

Throughout the junior school one of the main objects is to give the children, up to their full capacity, a grasp of essential skills. The use of maps may be regarded as a major skill (a complex of many minor ones) essential in geography, but of value in other subjects, and, of course, in everyday life. The first steps in the use of maps can usually be made towards the end of the first junior school year, when children take pleasure in discovering how a large-scale map or plan (e.g. the local sheet of the Ordnance Survey map on the scale of 50 or 25 inches to 1 mile) shows in considerable detail the features of the familiar neighbourhood.¹ Duplicated copies of simplified fragments of this map should be used out of doors, so that the children may relate the map to the reality. Using a specially prepared scale line they can measure distances upon it; and for this they need to know, by actual experience out of doors, the length of 100 yards, $\frac{1}{2}$ mile, 1 mile, etc. Maps on smaller scales are soon needed, if only to mark the position of each child's home, or to follow the continuation of the local main road, railway or river. At this stage the children also find great satisfaction in expressing their knowledge of the familiar area in the form of a 'map' drawn out of their heads. Like grown-up geographers, they use maps for two purposes—as sources of information and as means of expression.

This work leads to the need for maps of larger parts (and ultimately the whole) of Britain. In the second junior school year, and later, the printed Ordnance Survey sheets on scales of 25 inches, 6 inches, $2\frac{1}{2}$ inches, 1 inch to 1 mile prove interesting and useful to children for many purposes. So do Bartholomew's $\frac{1}{2}$ -inch, or the Ordnance Survey $\frac{1}{4}$ -inch sheets—especially, but not only, the local sheet on which the area covered by, say, the 25-inch sheet (studied previously) may be enclosed by a small rectangle. For maps showing the whole of England and Wales it is desirable, at least at first, to use

¹ These uncoloured Ordnance Survey sheets are greatly improved for children's use when suitably coloured by the teacher.

maps which are good, as maps, for the scales on which they are produced—not wall maps which are merely crude enlargements of those in a child's atlas. The extreme oversimplification of the latter is quite apparent to a child who has found, marked on the Ordnance Survey Route Planning Map of Great Britain (10 miles to 1 inch) the roads along which he travelled to the seaside; or the lighthouse he remembers—marked on the Ordnance Survey Map of Great Britain (scale 1/1,000,000); or the local stream, shown as a tributary of a larger river, on the Ordnance Survey Physical Map of England and Wales (scale ten miles to 1 inch). Any of these may be used as wall maps if necessary; but each is the right kind of 'wall map' for juniors—a map placed on the wall for children to study at close quarters, poring over it at their leisure, and marking (with coloured pins or flags) the places of special significance to themselves.

In ways like this it is possible to help children to be aware of the omissions and crudeness of the usual atlas and wall maps, which should be withheld, as far as geographical use is concerned, until the children are to some extent conscious of their falseness (if taken literally). This is particularly important in the case of the map of the world, which should be used only when the children have some understanding of the globe, including its meridians and parallels, with which those on the map of the world need to be compared. In fact, a globe should always be at hand, and in use, when maps of the world are referred to.

In the space of this short article it is impossible to do more than touch on a few of the points that call for discussion. Teachers will find more detailed help in some of the publications mentioned elsewhere in this book. Suggestions for a syllabus are given below, partly to indicate more clearly the nature and sequence of the work.

Many teachers are puzzled to know how to frame a syllabus for a primary school if the work is largely determined by children's interests and pays little attention to subjects as entities. Yet for those very reasons a syllabus is all the more necessary. As far as geographical work is concerned, the solution lies in recognizing that what really matters is not the memorizing of bookish facts, but the gaining of useful background ideas (largely based on experience) and the acquiring of 'tool-knowledge' (partly concerned with the meaning and use of maps and other geographical materials). These are the items that a syllabus should stress, carefully grading them according to the children's capacity and needs at each stage. Suitable topics may be

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mentioned as possible examples; but the topics actually studied by children of a given age will vary from year to year. This does not matter. If the syllabus is a sound one, the skills or basic ideas which it indicates for a given class will undoubtedly be called for when some of the children's own topics are on hand. It does matter, of course, that careful records are kept by the teacher; and a teacher may sometimes find it desirable to 'set the stage', e.g. to arouse interests which are normal, but which have failed to appear on account of limitations in the children's home circumstances. (For instance, it was found that children in a certain London school visited a neighbouring park only when taken there in school hours, because a dangerous main road kept it out-of-bounds at week-ends—when the children played in the streets.) Usually, however, so many possible lines of interest crop up that a teacher has more than are needed from which to choose the most suitable.

A satisfactory junior school syllabus can be framed only by a staff who, between them, really understand the many-sided development of children's powers from year to year. The making of this syllabus also demands a sure knowledge, not so much of geography as an advanced academic subject, as of the basic essentials on which sound geography depends—the background ideas and the fundamental techniques. Some of these are among the things which junior school-children unconsciously seek.

SUGGESTIONS FOR A JUNIOR SCHOOL GEOGRAPHY SYLLABUS (Subjects other than geography which are served by the work are indicated in brackets. The syllabuses for these subjects would give further details.)

FIRST YEAR. AGE, 7½-8½

1. *Watching the Seasons Round the Year* (Nature Study, English, Handwriting, Painting, Drawing, Handwork).

(a) *Keeping a simple weather diary*, the entries composed and illustrated by the children. Wherever possible the records to include points showing the effect of weather on human activities, especially the children's.

(b) *Seasonal work in Nature study*, which is inseparable from the above, gives part of the essential background for later geography.

(c) *Seasonal changes, and associated work in progress*, on a farm or allotment or in a garden or park—to be observed at first hand and recorded by the children. Learning and using the names of

things seen, e.g. farm implements and buildings, plants and animals, processes (such as ploughing, threshing, pruning, hoeing, etc.), but only as and when the need for each term is felt by the children, and when they have some knowledge, gained through observation, of its meaning. Making a model of the farm (or park) visited. Collecting and drawing pictures of things and processes which have been seen, and annotating them.

2. *Observation of Work in Progress at Other Places of Interest to the Children.* Examples are: a row of shops; a market; a passenger station; a railway goods yard; a building site; a road junction, with attention to the types of lorries, etc., which pass by; a canal lock; a bridge, with the traffic over and under it.

Learning and using the words required. Making models of some of the places studied. Painting and drawing pictures. Collecting and annotating pictures of similar scenes.

3. *First Steps in the Use of Maps* (Arithmetic, Writing, etc.).

(a) *Preparatory Work.* (i) Making a model of a well-known place, e.g. a farm, a market, a railway station (see above). (ii) Recording the movements and changing lengths of a sun-cast shadow, on different days, and throughout at least one day—leading ultimately to a clear knowledge of the *cardinal points*. (iii) Measuring work in Arithmetic (with feet and yards) to be carried further, as opportunity occurs, so that the children measure or mark out a distance of 100 yards. Walking and running 100 yards; walking $\frac{1}{4}$ mile, $\frac{1}{2}$ mile, 1 mile.

(b) *First Use of Maps.* The work under 1 (c) and 2 above should lead naturally to the use of large-scale plans or maps, e.g. of the farm, the market, the roads near the school, etc. The children should use duplicated copies of simplified fragments of the 50-in. or 25-in. maps out of doors, as well as in the classroom. They should also have a copy of the printed sheet (or sheets), coloured by the teacher, for close study by themselves. From this work they should learn:

- (a) How a map represents real places, and the relation of the map to the reality.
- (b) That a map shows the space things take up on the ground.
- (c) That a map shows the exact position of things.
- (d) That, to use a map easily, it must be turned the right way (orientation).
- (e) How to measure distances by using the scale line of a map.

- (f) Map symbols, and the importance of a key.
- (g) The cardinal points sign, its meaning and use.

The children should also be encouraged to use the map form as a means of expression—of their knowledge of familiar places; e.g. by drawing a 'map' of 'My way home from school'. Such 'maps' are drawn 'out of their heads', and *not to scale*.

4. If occasion arises, from genuine interests or inquiries on the part of the children, there may be references to distant lands or peoples; but no attempt should be made to use maps or the globe in connexion with these, as yet. (To do so before the children are able to gain the necessary understanding of the globe or the map of the world, is to invite the very misconceptions which it is the teacher's aim to prevent.)

SECOND YEAR. AGE, 8½-9½

I. Local Studies and Outdoor Work

1. Continuation and extension of the work indicated under all the headings for the first year, using topics that involve slightly longer walks for outdoor observation, and possibly some transport. For instance, if seasonal observations in the first year have been limited to a park and allotments, regular visits might be made this year to a farm.

2. If the local area is not completely flat, at least one of the topics chosen should lead to the use of layered relief maps on the scale of 6 inches (or more) to 1 mile. Suitable studies for this purpose are those concerned with—

(a) a local railway track, with its cuttings, embankments, etc., in relation to relief;

or (b) a local stream and its valley.

Outdoor work with maps should lead to an awareness of the way in which the layer colouring represents the slopes or 'the ups and downs', and (later) the hills, valleys, etc., of the district. The local 6-in. sheet(s), suitably coloured by the teacher, should be available for detailed study by the children. Out of doors they should use duplicated copies of fragments of the 6-in. map, coloured by themselves.

Later, the local 6-in. layered map should be related to small-scale layered maps showing larger areas—e.g. Bartholomew's $\frac{1}{2}$ -in. sheets.

3. See III, below.

II. A First Study of Distant Parts of Britain, and an Approach to the Map of the British Isles

1. Studies which have begun in the school neighbourhood should lead naturally to the use of maps on smaller scales showing larger areas, e.g. to discover the courses and destinations of local roads, railways, a canal or river; the sources and production of bricks and tiles used at a local building site; the sources of coal handled at the local goods yard; or of the fish, milk, or potatoes in the local shops.

2. The above and other studies should lead ultimately to the use of maps of England and Wales, and of the British Isles.

Examples of suitable topics are: Places visited by members of the class during holidays, including facts about distances travelled, time spent on journeys, etc. Famous bridges. Lighthouses. Harbours and docks. Farming in different parts of Britain. Coalmining. Fishing. Shipbuilding.

3. While using maps of England and Wales and of the British Isles in pursuit of their own lines of interest, the children should gain some familiarity with:

(a) The political map; the position and extent of England, Wales, Scotland, N. Ireland, Eire; the meaning of the terms United Kingdom and Great Britain; the positions of some of the counties of England and Wales.

(b) The names of the seas around the British Isles, and of important features in the coastline.

(c) The names and positions of important areas of highland, hill ranges, and areas of lowland. The names and courses of some important rivers.

(d) The positions of, and some interesting facts concerning some important towns and cities.

III. Plenty of Simple Mapwork, including frequent use of the scale-lines of maps for measuring distances, the cardinal points sign, and the key. Indoor work should include the relating of maps to photographs, particularly (but not only) air photographs of the home area; and the use of large-scale maps of distant parts of Britain. Places visited on holidays or studied in class should be marked not only on small hand-maps, but also on large maps such as Bartholomew's Road Map of England and Wales (with layer colouring).

This work should develop the skills introduced previously. It should give knowledge about the extent, and some of the features, of

the children's own country, helping the children to regard the maps as *representations of realities*.

(Under all the above headings, the work indicated is not only geographical. It includes English, spoken and written, Arithmetic, Handwork, Painting, Drawing, Nature Study, e.g. when a walk to explore a stream is used also to observe plant and animal life.

An increasing amount of reading is possible. The abler children are now fairly fluent readers, and many suitable books—not only geographical ones—are available for a class library.)

THIRD YEAR. AGE, 9½-10½

I. *Local Studies and Outdoor Work*

1. Local work suggested for the second year to be carried further, including work with relief maps.

The children's own explorations might include: Following a stream to its source. Visiting distant stretches of the local river or canal. Visiting the summits of hills which can be seen (if only from the top of a high building) from the school area, and studying the views from their summits.

2. Observations concerning rocks and soils, with related plant and animal life, etc. Simple experiments, e.g. to compare the rates of percolation with coarse sand, silt and clay. If outdoor studies call for them, simple facts about drainage, the formation of springs, bog or marsh, and the causes of changing levels of the water in ponds, ditches and streams (Nature study).

3. Keeping a wind-rose, and other weather records which are more systematic than formerly.

II. *First Studies of Distant Parts of the World*

Examples of suitable topics, any one of which could be used for a year's work are:

(a) *The stories of great explorers*, studied in sequence, so that the distribution of land and sea is revealed step by step, facts about natural features, climates, human life, etc., being learned incidentally. These stories lose much of their interest and significance if the relevant geographical details are ignored (History, English).

(b) *Stories of recent travel and adventure*, such as the Kon-tiki Expedition, the climbing of Everest, Dr. Fuchs' journey across Antarctica.

(c) *Present-day journeys by land, sea and air*, some of which might

have been made by people known to the children, or even by members of the class, or by the teacher. Use of the B.B.C. Travel Talks, and of travel films (English).

Apart from detailed knowledge about lands and peoples, this year's work should introduce simple but essential background knowledge on the more technical side of geography. The need for this is felt by the children as the work proceeds, and their questions often call for it. The teacher should recognize the opportunities when they occur. He should take steps to crystallize points that emerge during incidental inquiries, and later to revise these points and carry them further.

The ground to be covered includes :

1. *Introduction to Globe and Atlas*

(a) The shape and size of the earth. How we know that the earth is round.

(b) The earth's rotation. Sunrise and sunset. Day and night. North-south lines as lines of noon-day shadow around the earth, and therefore time-lines, or meridians. East-west lines as parallels of latitude. (Although the solid geometry of the sphere, associated with latitude, is neither necessary nor suitable at this stage, a few rudimentary mathematical ideas can well be introduced—e.g. the 360 degrees at the centre of the circle where the meridians meet at the poles.)

(c) Introduction to maps of the world. The need to use them in conjunction with a globe.

(d) Maps of countries, continents and oceans, and how to use them—with reference to meridians and parallels, scale-line, key, etc.

2. *An Approach to Regional and Human Geography*

Detailed facts of a descriptive kind about the life of peoples in relation to their environment, including climate, plant and animal life, physical features, etc. The studies should be concerned mainly with small contrasting 'sample' areas, *not* with generalizations about broad natural regions—although, through a wise choice of topics, the teacher should endeavour to arrange that areas typical of a variety of natural regions are included.

FOURTH YEAR. AGE, 10½-11½

An Approach to Economic Geography, involving further studies—

1. in the home area,
2. of the British Isles,

3. of distant parts of the world,
and further training in the use of maps, atlas and globe.

For a London school within access of the Thames, a suitable topic on which this year's work might be based would be *The Port of London* and studies arising from it.

1. Local Work

(a) Weather records, including those of temperature (maximum and minimum if possible) and rainfall, to be regularly kept, and used by the children in making their first graphs (Arithmetic). Special attention to the effect of weather conditions on transport, farming operations, and other work.

(b) The geographical position of the home town, village, or suburb, in relation to its wider setting. The routes taken by local roads (including ancient roads or tracks, railways, etc., in relation to natural features. This work has close connexions with local history).

(c) Visits to places where the work of production and commerce can be watched, e.g. factories; a goods depot; a wharf, or any good viewpoint along a canal or a busy river such as the Thames in London; a wholesale market, etc.

(d) The sources and supply of water, and of gas or electricity, in the home area.

2. Studies of industries in distant parts of Britain, and of some of the sources of the materials used, e.g. cotton and woollen industries, iron and steel industries, etc.

3. World Studies

(a) *Sources and production of materials and goods* which have been seen in transit, in process of manufacture, or on sale, during the visits mentioned under 1 (c) above, especially of raw materials and foods produced in distant countries. This work should lead to further knowledge about areas typical of contrasting natural regions, their climates, natural vegetation, farming methods, and the life of peoples inhabiting them.

(b) *Transport and Related Topics.* A study of at least one seaport and one airport; some of the great world highways by land, sea and air; the Panama and Suez Canals.

N.B. Much of the work suggested for this year lends itself to independent study and group work. This is very desirable in view of the fact that the range in children's capacity is often at its greatest in the top class of a junior school. Moreover, the wide variety of suitable children's books now available on the topics indicated makes

it possible for geographical work to lead the way in giving children the training in independent study which they should receive at this stage. The suggestions given above assume the existence of a good class library, the use of cinema films and film strips, and of material obtained from various firms, authorities and other bodies, including the Commonwealth Institute.

For further discussion of syllabuses the following pamphlets are useful:

(a) *Teaching Geography in Junior Schools*, Geographical Association.

(b) *Geography and School Broadcasting*, published by the School Broadcasting Council; it contains a brief survey of the syllabuses of a random sample of 600 schools in England and Wales and gives three representative syllabuses.

O. GARNETT.

3. The Secondary Modern School

When Sir Cyril Norwood, addressing The Geographical Association in 1945, said, 'I, therefore, want you to make the bold claim that geography is an essential part of education whatever forms education may take',¹ he laid stress not only on the importance of the content of geography, but also on its value as an educational medium. The dual purpose of the subject in 'whatever forms education may take' is both an inspiration and a challenge to all who are concerned with secondary education, but especially to the teacher in the secondary modern school.

Geography describes the earth and studies relationships between peoples and their environments, but the comprehensive study of so broad a subject is obviously beyond the powers of pupils whose intellectual attainments and rates of working are generally below those of the grammar school. From the wide range of geographical material suitable to this stage there must be careful selection, so that the time available may be used to the best advantage. Agreement amongst teachers as to what constitutes the 'essential minimum' for the secondary modern course would be almost unobtainable, nor, indeed, is complete uniformity desirable, but undoubtedly the basic content of the course is related to its aim.

The aim and purpose of geography in the secondary modern school

¹ *Geography*, Vol. XXXI, 1946, p. 5.

has been stated variously and broadly.¹ Some teachers wish to provide their pupils with enough geography to make newspaper reading intelligible; others try only to interest their pupils hoping that the seed well-sown will bear fruit in later years. Probably most would agree that the course should attempt to describe human activity in selected parts of the world in relation to the major features of the physical environment, and to demonstrate the interdependence of the earth's peoples and the resulting social implications.

Bearing this in mind, how can we narrow the field of choice? Some parts of the world are obviously more significant to British pupils than others for reasons of national heritage and well-being, or because they are closely linked by proximity. The British Isles, the contiguous and more densely populated parts of continental Europe, the larger members of the British Commonwealth, and the United States of North America are more important than Indonesia, Madagascar, or Manchuria. Some regions may be introduced because they demonstrate well some special geographical principles, others because certain current events need placing in their geographical settings. Above all, local geography, for illustration and comparison and the understanding and use of the geographer's special medium, the map, must be included.

Even this limited field cannot be covered completely and further reduction will probably be effected by some form of 'sampling', as applicable if the approach is by topics, as by regions. Thus, detailed consideration of the lives of a group of Amazonian 'Indians' will serve to illustrate conditions in the equatorial forests and less time will be devoted to aspects of the Congo Basin. If the topic is 'Transport' and the special aspect, railway construction in a mountainous region, then the building of the Canadian Pacific through the Rockies may serve as an illustration of achievement in similar, less fully considered, parts of the world. If the topic is 'Wool', the Australian sheep station will receive more attention than the Patagonian *estancia*, and in its manufacturing aspects the West Riding than New England. In making this careful selection of material, the teacher would envisage the course as an entity, lasting four years, culminating in an attempt to demonstrate systematic geography—the pattern of climatic or vegetation regions.

A geography syllabus must match the quality and interests of the pupils who are going to follow it, the character of the neighbourhood

¹ *Geography and School Broadcasting*, n.d., B.B.C., p. 13.
'Memorandum on Geography Teaching by the Geographical Association', *Geography*, Vol. XLVII, Jan. 1962, p. 63.

and the inclinations and abilities of the teacher. No good purpose, therefore, would be served by describing syllabuses in detail, but it may be helpful to mention some types which can be modified to suit individual needs.

Many secondary modern schools, perhaps unwisely, adhere exclusively to regional syllabuses in which selected countries or parts of continents are each considered once in a four-year course. Frequently local geography and districts of the British Isles are taken in the first year, the 'Rest of the World' arranged variously, follows, with a return to the British Isles for more detailed treatment in the last year. In one modification of the regional syllabus some aspect of the British Isles is introduced every term, and the arrangement of each year's work might be:

First Year: The school locality and the county. Southern England. Africa. South America.

Second Year: East Anglia. British ports and their trade. Fishing. Australia. North America. India and Pakistan.

Third Year: Scotland, Ireland and Wales. Southern Europe. China. Japan.

Fourth Year: Britain related to Europe and the world. World trade. Western Europe. The British Commonwealth. Aspects of Soviet Russia and U.S.A. Man's achievements in overcoming environmental difficulties.

Some schools approach the geography through topics, for example, 'Foodstuffs', 'Raw Materials', 'Sources of Power', etc., with the items under each heading selected so as to illustrate conditions in contrasting regions of the world. Thus under 'Foodstuffs' cacao and palm oil would bring out features of the Equatorial climate, rice and sugar-cane the Monsoon, maize and the soya-bean the Warm Temperate, wheat and sugar-beet the Cool Temperate and so on. In each case care would be taken to describe human activity in a small specific area within the climatic region. A related scheme is the 'theme study' in which each theme provides work for one year, thus:

First Year: Food, shelter and clothing (in selected parts of the world).

Second Year: Getting about (the use of the map, means of transport, the influence of relief features).

Third Year: Climates and their effects.

Fourth Year: Industry and trade. Living in a community.

Both schemes have the same advantages: they provide scope for revision, since any part of the work can be approached again in successive years from different angles, and they are 'concentric' in that, in turn, the locality, the British Isles and the rest of the world can provide illustrations for each topic or theme.

Some teachers prefer a combination of the topic and regional approaches, believing that the younger pupils in the secondary modern school can cope more successfully with the topic approach and the older ones with the regional. Another scheme links a theme with regions by tracing the former through regions, each of which lies in one of the following categories:

- (a) The Locality.
- (b) The British Isles.
- (c) Europe.
- (d) The Rest of the World.
- (e) Systematic Geography.

Thus if the theme were 'Softwoods', the choice of work under these headings might be:

- (a) Mapping of local shops and factories selling or using wood or wood products.
- (b) Timber ports of the British Isles. Distribution of British forests.
- (c) The Scandinavian timber industry.
- (d) Lumbering in Quebec.
- (e) The coniferous forest region.

The full consideration of the many aspects of this scheme cannot be attempted here;¹ obviously much preliminary planning will be necessary and only two or three themes will be possible in each term, but the scheme is flexible and permits easy modification to meet special needs. For example, a region related to some important current event might be substituted for the planned areas in (c) or (d).

The educational value of geography is closely linked with the character and quality of the methods by which it is taught. Teaching is an art, and every lesson derives something original and peculiar from the personality of the teacher. But while the lesson may vary in approach and in detail, there are a few basic principles of good teaching which may be stated.

¹ For fuller treatment see *Geography in Secondary Schools*, published by The Geographical Association, 1963, Chapter III, 'Content and organization of the geography course'.

Geography in the secondary modern school must be pupil-centred—that is, in every possible way it should be made real and significant to him as an individual, and he should be able to see a purpose in studying it, especially as he approaches the last year of the course. The motifs throughout the course should be interest and activity—mental as well as physical activity. The good teacher secures and maintains interest in the oral lesson by variety in approach and presentation. Vivid description with intimate, living detail, embodying a few selected geographical facts, plays an important part. Broad generalizations about large areas or topics lack reality for the secondary modern pupil, and therefore, the 'sample study' approach is necessary. There must be constant appeal to the eye to supplement and authenticate the oral description by using the blackboard, large and small pictures, filmstrips and ciné film. Radio lessons which bring travelled people to the microphone to describe vividly their experiences can stimulate the imaginations of the pupils and emphasize the reality of the subject, and as techniques improve television can perform the same function. Ship and farm adoption can also help to secure reality.

Oral teaching will only occupy a part of the time, because 'learning by doing', individually or in groups, must be an important feature of the course. The search for information may involve less use of books than in the grammar school but they must still play an important part. Small sets of each of several different textbooks might be provided for the use of each class and the pupils encouraged to compare and collate the information on the same topic. The standard of school textbooks is such that pupils might with profit do much more individual work on the lines of the challenge to 'find out', and much more directed thought-provoking activities are possible with the excellent pictures most of the books provide. In addition travel brochures and guide-books, railway time-tables, gazetteers, large atlases and the usual statistical reference books should all be available. Individual work on filmstrips is often a profitable undertaking. One form of activity may require the solution of simple problems in relationships, for example, in connexion with the use of pictures and an Ordnance Survey map of a particular area. Mapping and drawing, the making of simple models to elucidate some three-dimensional feature, or a contribution to a class model illustrating a foreign scene, are other forms of suitable activity. Weather observations and the recording and mapping of the many geographical aspects of the area immediately surrounding the school involve active investigation,

but both must be followed up by discussion. Project work of all kinds is desirable. Purposeful visits, day and half-day, to places of geographical interest in the locality should be frequent and field work involving preparation, recording and follow-up should take place in contrasting landscapes preferably at least twice in the pupil's school career.

Except in those classes where an external examination is taken, probably the greatest problem in the secondary modern school concerns the waning of interest in geography, as in other subjects, during the last year of the course. Pupils who have attained this stage appear blasé and bored with academic work; they are looking into the future, to the apparently free and attractive lives they expect to lead in the real world outside school. These pupils' interests revive if the work in school can be reoriented; if it can be shown to have a bearing on their future lives and therefore be endowed with a purpose. A class, bored and apathetic with a normal lesson on a distant region, will come to life with the introduction of Ordnance Survey map study involving the planning of cycle tours using youth hostels, or the discussion of the itineraries of lorry drivers on specified routes. A special topic such as 'Railway Geography' will often arouse new interest.¹ Practical work in simple surveying may be successfully introduced at this stage. The visits to local factories frequently undertaken in the last year at school may be considered from both the geographical and personal angles—the type and source of raw materials, the means of transport, the destination of finished products, etc., as well as the factory as a place of future work for some members of the class. It is a mistake 'to teach down' to these pupils; most will respond to an adult approach which will probably involve the give and take of controlled discussion rather than the normal oral lesson. It is right, too, that these adolescents should be prepared, as far as is humanly possible, to meet the challenges and problems and the accelerated tempo of the world they are about to enter. Many of the world's fundamental problems—the growth and distribution of world population, the adequacy of food supplies, the significance and spread of disease, industrialization and standards of living, for example—are essentially geographical in character, and the geography teacher is in a unique position to help his pupils and the community.

The final year is a suitable time for an intensive and active study of the locality, which for 80 per cent of our pupils is an urban one.

¹ See 'Railway Geography in a Secondary Modern School', E. A. Course. *Geography*, Vol. XL. Jan. 1955, p. 40.

This may include mapping distributions of houses, shops, factories and public buildings, making traffic surveys, studying local industries, and the like, with subsequent discussion which will stress the geographical relationships. Historical, social and civic aspects of the locality may also be considered, and these may combine to demonstrate the functioning of a community and the part the pupil will play in it when he leaves school. The last year is also the time when stress may be laid on the interdependence of peoples and regions of the world and the need for understanding the serious repercussions which can arise from facts such as the rapid growth of populations, under-nourishment and the wasteful or thoughtless use of natural resources. World problems and events, frequently illustrated on television or read in newspapers, interest these young people who are ready to discuss them. The bases of these topics fall within the province of geography and discussion of them not only provides opportunity for vital teaching of the subject but also helps to prepare pupils to become better citizens of the world as well as of a nation.

More and more secondary modern schools are taking public examinations and this need not be detrimental if the study remains real, vital and practical. An academic examination involving mainly the regurgitation of memorized fact is unsuitable and it is to be hoped that the new Certificate of Secondary Education will evolve a test which will develop and not stultify the principles outlined above.

The success of any course pursued in the secondary modern school depends not on equipment, the school environment, or the calibre of the pupils, but on the teacher. Enthusiasm begets enthusiasm. Some would say that the specialist makes the most successful teacher of geography, and no doubt good grounding in the subject is very desirable, but the general class teacher, imbued with sufficient interest, supported by some directed reading and the help which the Geographical Association provides, can be successful, too. Probably the chief need in the secondary modern school is for teachers who will take several subjects in one class so as to get to know thoroughly its members, and to devote the remaining teaching time to one subject. This might mean that in a school of moderate size two teachers would share the geography, an advantage because discussion of teaching problems is then possible.

The pupils of the secondary modern schools of today will form nearly 70 per cent of the nation's citizens of tomorrow. Anything that can be done, therefore, to raise the standard of the subject in

these schools so that the pupils will leave better prepared in knowledge and outlook to be good citizens of the nation and of the world is a task of considerable magnitude but of the highest importance.

D. W. SHAVE

4. The Secondary Technical School

Technical schools derive their pupils from a variety of sources, and their aims differ somewhat from those of grammar schools. As the personnel and intent of the school directly concern not only its curriculum, but the content and method of individual subject courses, it seems necessary to review briefly the present situation in technical schools.

Under the 1944 Act the secondary technical school is intended to cater for an age range of eleven to eighteen, but in fact the majority of the schools have most children between the ages of thirteen and sixteen, although the eleven-plus intake is increasing. The stated aim of the secondary technical school is to serve the needs of the large number of able children who are best educated through their vocational interests. It should recruit those of the highest ability who might profit from a technical rather than an academic education. The positive indications which show a child's suitability are said in a memorandum of the Association of Teachers in Technical Institutions to be good intelligence, curiosity as to the why and how of things, an interest in mechanical and practical devices, coupled with a desire to make and dismantle them, patience, persistence, care in work and good physical qualities.

The particular skills for which the schools cater are varied. For boys, many are concerned with engineering and building; others specialize in trades and occupations, such as retail distribution, leather and furnishing trades. For girls, there are some specialist schools for the needle and catering trades, whilst for both sexes there is considerable specializing in commerce and the office skills of shorthand and typing. These specialist subjects occupy from 25 to 30 per cent of the normal time-table.

The basic course in most schools is the same. There is normally a strong emphasis on a general, liberal education. The central core is largely English, geography, history and mathematics, with special reference to the bias of the school. The inclusion of geography in the curriculum is based not only on its general educational value, but

on its contribution to the understanding of the more specialized aspects of the technical courses, such as engineering, building and artistic trades, as well as commerce in general.

This twofold aspect of geography teaching is perhaps further complicated by the present trend towards taking an external examination, increasingly that of the General Certificate of Education, but including a variety of others, such as those of the College of Preceptors (Senior Certificate), the Royal Society of Arts, Civil Service, R.N. and R.A.F. apprenticeship examinations, those of the Institute of Bankers, the London Chamber of Commerce, and of various county technical examining bodies. The syllabus for these examinations naturally has some influence on the school course.

The objective of the secondary technical school is both a liberal and a vocational education; usually one of the main groups of professional or vocational requirements is selected, and interest in this is used as a motive for the more liberal studies. These aim at covering, in general, the same field as the traditional academic course, but the approach is less academic and, wherever possible, oriented towards the particular vocational requirements. The trend towards a non-academic approach has influenced the teaching of geography in technical schools, and is often interpreted, perhaps erroneously, as a need to concentrate on practical work.

Since the schools generally provide a three- or four-year course only, the careful planning of the limited time for geography is essential. In general the principles involved will be the same as those for the grammar school or any other school syllabus, but methods will involve more emphasis on the directly utilitarian and the course may differ in various aspects. There appear to be two general methods of approach. One is that of straightforward regional geography, with special reference to aspects allied to the vocational bias of the school. The other is the topic method which deals directly with subjects linked with the vocation. To concentrate on the latter only would appear to involve the loss of much geographical synthesis unless great care is taken to ensure that geographical reasoning working from physical basis to human geography is included. To concentrate solely on regional geography may defeat the aims of the school if it involves an academic approach which may lose the interest of the children. A possible compromise would seem to be the inclusion of some regional work, especially that necessary for examination purposes, and a variety of topic approaches, particularly for commercial and economic aspects. Emphasis on crop production, transport, natural

world resources, the adaptation of buildings to climate and so on could be used as a means of revising regional work, or occasionally, in its introduction. Such an approach would lend variety, so essential in the planned syllabus.

If the course begins with the eleven-plus stream, it might be well to cover much the same ground in the first two years as that suggested for grammar schools. Transfer at thirteen is possible and the child would then be at no disadvantage. The approach is not academic at this stage of school geography, neither has purely regional geography been introduced. Furthermore, the introduction of a specialized course with vocational bias at this early stage might well lead to a premature narrowing of geographical outlook.

The normal age and vocational subject range of a typical technical school may best be explained by diagram:

Age	13+	14+	15+	16+	17+
‘Artistic’ trades	IIIx	IVx	Vx	Leave, mostly to art studios, etc.	
‘Building’ subjects	IIIy	IVy	Vy	Some 50 per cent leave to take up craft apprenticeships.	Some 50 per cent become VIy taking G.C.E. O Level—maths., science, wood/ metalwork, tech. drawing, geog.
‘Engineering’	IIIz	IVz	Vz		Leave for local student apprenticeships.
‘Engineering’ with G.C.E.	IIIA	IVA	V _A		VIZ—G.C.E. O Level as above but with history and French.
Year	3	4	5	6	7

(Years 1 and 2 normal with 11+ intake only)

From this random sample it may be seen that, if the work is to be directed towards vocational bias, the geography teacher has a variety of needs to cater for. Year III may follow on from years I and II, or be the normal first year of the technical school. Work might well start with a preliminary term, in which all classes have the same syllabus, whilst terms two and three permit variation for individual

forms. Term one might be devoted to an introductory approach to the geographical background of current problems, including those of the homeland. A second term could be based on selected topics, such as cement and concrete, timber supply, and house types in different countries, for those concerned with the building trade; or iron, aluminium and other minerals, and sources of power, for those specializing in engineering. The 'artistic trades' group might study the geography of pigments and paints, and clothing round the world. The third term's work could provide unity based on land utilization in the British Isles. This could include simple cartography for the 'x' form, simple surveying and cartography for the 'y' form, and possibly engineering cartography and surveying for the 'z' and 'A' groups. It could include general types of farming in the home counties, and selected areas of industrial development, used to revise various aspects of the first two terms.

Year IV would seem the appropriate age group for the introduction of regional geography, and could thus be spent on North America and Africa or Asia. Again special aspects of the geography could be emphasized within a regional framework, and the third term could include revision along general topic lines of industry, power, irrigation, crop production and transport.

Since many of the children leave after their fifth year, the geography teacher will aim at presenting some picture of the world as a whole within the limits of their course. The fifth year, therefore, should include some time spent on selected regions of Europe, possibly those typical of major climatic areas, or based on major natural vegetation zones. It should provide time, too, for selected aspects of physical geography such as volcanic activity and its products, the formation of mountains and their influence on man, soils, the work of rivers and their uses, and as a final summary the geography of international problems could be indicated—soil erosion and conservation, the development of tropical areas, the conquest of disease and pest, the future of oil, the development of air transport.

This syllabus should give year VI a sound geographic background built up over the previous years, and would enable concentration on expanding geographical knowledge and understanding by means of regional revision of the British Isles and any selected area, e.g. North America or Western Europe. The accent on physical geography could be as it arose within these regions. A final summary, similar to that suggested for the fifth-year grammar school course, would include the major natural regions of the world.

Although detail of the syllabus depends essentially on the individual teacher and on the particular technical school for whose pupils it caters, the framework must be of geography suited to the age and ability of the children, presenting some final world picture and attempting to create some approach to international understanding. Further detailed planning is of course necessary to construct the final lesson units, and the method of approach is particularly important in the case of geography. This should involve every kind of teaching technique and tap every variety of source of data. Pictorial material, statistics, pamphlets, Ordnance Survey maps, outline and sketch maps, diagrams, graphs, travellers' descriptions and other approaches should form an integral part of the lessons, and their use should be planned. Every opportunity should be created for the children's written work, as well as for map-drawing, diagrams, sketches, sections and graphs. Outdoor work should include the study and recording of weather conditions, land utilization, land forms and scenery; factory, museum and farm visits should be represented. Every contact with reality should be explored to the full.

The technical school teacher has ever-increasing responsibility as the population of the schools increases and their educational aims become loftier. Geography offers a splendid opportunity for the creation of new empires in these still experimental and yet firmly established schools.

M. LONG.

5. The Secondary Grammar School

The syllabus in use in any school should be the personal creation of the teacher concerned. It should epitomize the whole approach to geography and must be planned in very great detail, even to the lesson unit. Its construction is a challenge to the thought and ability of the teacher; he should best know the needs of his own pupils, their background and environment, and the particular scope of his own school locality.

There are, however, certain principles which underlie the construction of a sound geography syllabus. It should be based on the psychological growth and development of the child. Growth is a continuous process; therefore the syllabus should be organized to provide continuity. There should be continual cross reference from one topic in one continent to a similar topic in the next continent. For example, if in year I the features of the coast of Scotland are described,

in year III the coastline of British Columbia, and in year IV that of Yugoslavia, the treatment should be not as of new topics, but as connected topics of similar genesis. The geographer wishes to show a certain pattern in the globe, and what has happened in one area is frequently patterned in another in general circumstances, not only in physical features, as in coastlines or glaciation, but often in interesting human parallels.

It is equally important when constructing a syllabus to bear in mind constantly the reasons why geography is being taught in the grammar school at all. It may be that emphasis varies according to the individual teacher—for world citizenship, as a mental discipline, or to give pleasure as a hobby in after-school years—but the teaching will include some geographic picture of the prospect of becoming a citizen of the world in the social (not political) sense, so that the syllabus will need to cover the whole world. The teacher's own particular ignorances are no justification for omitting areas or aspects, but his own interests should be included. If it is considered that geography will be a source of pleasure to children after they leave school, landscape and scenery will be emphasized throughout the course in a series of graded field excursions, and in class, too, opportunity for looking at scenery must be given. One cannot, and should not, separate content and method.

✓ Philosophically, from the geographer's point of view, regional geography is the core, but not the whole, of the subject. Regional geography will therefore form the basis of the syllabus. If it is accepted that the best training way is the psychological way—that is, from the particular to the general, from the known to the unknown, from concrete to abstract—the order in which the content of the syllabus is arranged will be affected. In year I, for example, start with the home region, not the continent or country as a whole. It may be possible to include part of the home region each year. Abstractions are difficult for children, so is comprehension of a vast area presented whole. Development should be piecemeal—that is, in units, region by region, brought together at the end to emphasize synthesis of the whole.

If the syllabus is to present a whole approach to geography some concept of teaching time available must be borne in mind. The teacher will be aware that in general some 20 per cent of allotted geography lessons may be lost in other educational pursuits. Thus the need for detail in planning to ensure sound use of all time available cannot be over-emphasized. Equal stress must be laid on the syllabus as a personal creation, and although from the practical point

of view two teachers in school cover the same continent, it should be within the same framework only. The syllabus should also be modified by the teacher from time to time; utilization of the same syllabus for one's whole teaching career suggests a non-dynamic approach to both children and geography.

The work selected, therefore, must be in keeping with the chronological and mental age and geographical ability of the children concerned. The first year is probably too early for regional geography as such for children, and local geography expanded to sample studies of other areas in the home country contrasted with areas abroad may be the more sound approach. Wheat-farming in East Anglia may be contrasted with Canadian wheat-farming, for example, and sheep-farming in the Lake District with that of Australia. An attempt at formal study, however simplified, of areas such as the British Isles, Australia or Africa, introduced too early, may defeat its ends.

Introduction to the study of a continent is best left to the second year, and entails the selection of a continent which bears a relatively simple relationship between man and his environment. Europe morphologically is complex, and from the human point of view is the most complex continent. The more straightforward relationships of the southern continents, particularly South America, lend themselves to easy morphological analysis. Africa involves a deeper understanding of more involved relationships, and may be left till the third term or even till the third year. Possible selection, then, may be as follows:

Year II: South America
Australia
Africa
Year III: Asia
North America
Year IV: Europe

Year II: South America
Australia
Asia
Year III: Africa
North America
Year IV: Europe

It is probable that the fourth year is a suitable time for the introduction of formal geographical study, but descriptive geography and emphasis on human life and reality should be fully maintained.

If the aim of studying local geography is to provide a yardstick for the realities of world geography, the theme of local study should be maintained throughout the school course. Each stage should be adapted to the abilities of the children and linked with their regional studies. The following example may serve as an indication of the approach intended:

LOCAL STUDY

	Year I	Year II	Year III	Year IV	Year V
(1) Descriptive		→ to wider area		→ school journey	→
(2) Field work	Routes of communication in relation to relief.	Classifying shops, industries to ascertain sources of material.	Through descriptive interpretation to making own land use map.	Interpretation O.S. land utilization maps.	
(3) Mapping		6-in. map brought up to date accurately		Use of foreign topographical maps in regional geography course.	

For the majority of pupils the fifth year will be the last year of geography, so that the course must entail a pulling-together process attempting to give some interpretation of the whole. Much of the factual information is inevitably controlled by the examination syllabus. Some revision will be an essential part of the year's work, particularly that of the British Isles from fourth-year work on Europe. Revision is not a matter of going through past work in the same way by the same methods. Material should be regarded in a different way to gain more information from different angles to stabilize previous knowledge. Thus the physical development of the world, mountain building, erosion and deposition, the production of the major cereals, minerals and power, with a review of major natural regions, would furnish ample material from which to present a picture of the whole world as a unit.

The end of the course as far as the examination is concerned may come at the end of June; the remaining four or five weeks could be used for really educational purposes, devoted to the children's own research or group work on international topics, such as malaria or soil erosion and conservation. Thus the school-leaver may find some indication that geography is not only a school subject, but an instrument of application for other areas and other interests.

SIXTH-FORM GEOGRAPHY

Sixth-form work normally involves different problems. A two-year course will undoubtedly be influenced by the syllabus for Advanced Level examinations. Nevertheless, the syllabus itself is not designed as a graded approach to various aspects of geography, and thus its acceptance as sufficient substitute for a planned individual syllabus is inadequate. The sixth form, certainly in their first year, need teaching in much the same way as the fifth form, from whom they

differ little in age or outlook. The syllabus should be designed, therefore, to include a variety of lessons of increasing difficulty. The assumption that a series of lectures is adequate sixth-form instruction has no scientific foundation. The syllabus should permit a gradual increase in individual work, in reading, the selection of material, mapping skills, choice in essay topics, preparation of topics for class discussion, and include opportunity for the pupils to allocate their own time for work which should always be in hand. It is often advisable to start the course with a fresh approach to physical geography, which provides a sound background for the detail of second-year regional work, but if first- and second-year sixth are taught as one class this may only be possible for alternate years.

The inclusion of non-examination sixth-formers who may be spending only one year longer at school offers excellent opportunity for a syllabus in which the geographical background of topical problems is well to the fore, and in which economic and commercial geography may be stressed. It is sometimes possible, too, for these children to make detailed local surveys either individually or collectively, including visits to farms, factories, health centres, and thus to personal discovery of the possibilities of local work. At sixth-form age they are normally capable of organizing and conducting their own excursions with some guidance, and most heads are willing to permit small groups this responsibility and privilege. This work may well serve their interests more fully than sharing lessons with examination candidates. Indeed, the opportunity for teaching children that geography can help in the interpretation of everyday social and political problems is of such value that many teachers are willing to organize a syllabus for all sixth-form members, whether they intend to specialize in the subject at any level or not.

Sixth-formers trained gradually to full use of a library and available bibliography, in the précis and analysis of geographic material, and in the selection of concise and accurate detail, by means of a syllabus which is organized to emphasize these skills, are not only better fitted to make full use of opportunities at university and training college level, but are self-reliant and readily accept the responsibility of working on their own. This provides opportunity for the teacher, whose sixth-form teaching time may be limited, to offer some individual coaching especially for scholarship work.

Where several members of staff share sixth-form geography teaching it is essential that they co-operate in the planning of the syllabus, so that the children receive the full benefit of varied but mutually

synthesized methods of approach. The enormous amount of work involved in successful sixth-form teaching can be much simplified by a well-planned syllabus, in which method has received as much consideration as matter, the detail of which, in the nature of the subject, is constantly under review.

GRAMMAR SCHOOL SYLLABUS

YEAR ONE

Selected environments: local, homeland, world.

Term I

1. Scale map of Geography Room (measurements provided).
2. Maps of way to Geography Room from other parts of school.
3. Pacing and scale map of school grounds.
4. Ways of finding direction (insertion of N. on previous maps).
5. Making a simple compass.
6. Observations of the weather—wind and wind direction.
7. How to measure temperature and rainfall.
8. The Weather Map—organization of simple daily record.
9. Observation of the Sun (measurement of shadows).
10. Day and night (simple explanation—London cf. Calcutta, New Orleans).
11. Land use in surrounding area—factory, shop, transport, social and home. (Homework: collect information for small area near home.)
12. Class map land use on 1-in. Ordnance Survey base (individual information added).
13. Study of local 1-in. Ordnance Survey map to learn symbols.
14. Further learning of symbols from other 1-in. Ordnance Survey maps (e.g. of chalk country).
15. Introduction to contours by simplified Admiralty Chart of Southampton Water—to dock *Queen Mary*.
16. Outdoor lesson using local topography to demonstrate contours.
17. Simple hill contours and sections (using real examples, e.g. road section over local hill).
18. Further interpretation of contours from Ordnance Survey maps (recognition of simple land forms).
19. Study of a local stream.
20. Rivers (waterfalls, meanders, flood plains, alluvium, estuaries, deltas—to increase geographical vocabulary).

Term II

1. Life on a Kentish hop farm (using 6-in. Ordnance Survey map).
2. Fruit farming in Kent (seasonal diagram).
3. Where our milk comes from (sample study dairy farm).
4. Land use contrasts in S.E. England (using simple outline maps to show chalk, sandstone and clay lands).
5. A wheat farm in East Anglia (sample study).
6. The wheat farmer's year (calendar).
7. Norwich—study of a market (by map and picture).
8. A wheat farm in the Canadian Prairies (by contrast with East Anglia).
9. How Canadian wheat is stored, transported and used.
10. Forms of power.
11. How coal is mined (opencast and shaft diagrams).
12. Coal mining in Britain.
13. By-products of coal (class drawing).
14. Iron and steel manufacturing areas in Britain (diagram of blast furnace and steel plant).
15. A sheep farm in Wales.
16. A sheep farmer's year (calendar).
17. A sheep station in New Zealand (by contrast).
18. From sheep station to woollen cloth (revision: brief processes).
19. Fishing off the British Isles.
20. A map to show the main fishing ports of British Isles (outline provided).
21. 'A map to show main fishing areas in the world.'

Term III

1. Outdoor lesson: measurement of local park (by pacing).
2. Class map of local park: emphasis on why it is left as open land; other known open areas, e.g. commons.
3. The Pennine moorlands—what they are like (using 1-in. Ordnance Survey map).
4. How man uses them (groupwork with pictures).
5. Crofting in the Scottish Highlands.
6. A Galway farm; life in another region of difficulty.
7. Alaska; modern life in a more difficult region.

8. Rubber from Malaya (life in equatorial areas).
9. Atlas work—latitude and longitude in finding places of current interest.
10. Life in a Canadian lumber-camp.
11. What happens to the timber.
12. The Sahara: how deserts are formed (very simple explanation).
13. A Saharan Oasis.
14. What the Steppes are like (seasonal diagram from descriptive passage).
15. The Kirghiz, nomads of the Steppes.
16. Revision 'A map to show where people we have learnt about live' (World outline provided—key—cold desert, coniferous forest, grasslands, hot desert, equatorial forest).
17. Revision: where our wheat comes from.
18. Revision: where our wool comes from.
19. Why London is our greatest port (where docks can be built—using P.L.A. map and filmstrip).
20. London's markets.
21. Our weather—analysis of year's weather record.

N.B.—In year I a half-term test of twenty-five 'one-word-answer' questions, marked in class, accounts for another lesson each term.

YEAR TWO

Term I. South America

1. Past and present influences in South America.
2. The Amazon Basin (include organization of daily weather record to continue comparison with other weather, e.g. of Amazon Basin).
3. Peoples and products of Amazon Basin.
4. The Brazilian Plateau.
5. Sample study of a coffee *fazenda*.
6. Why coffee is important in Brazil (class map coffee area).
7. Rio de Janeiro (simple trade statistics—class map).
8. Has Brazil an industrial future?
9. Revision: Brazil is a country of great contrasts.
10. Sample study of an *estancia* (using individual maps).
11. Cattle-rearing in the Pampas (class map location).
12. Buenos Aires, trade: to discover other produce of Argentina.

13. Desert areas of Argentina (emphasis on irrigation).
14. Revision: railway journey from Buenos Aires to Valparaiso.
15. Division of Chile into three regions (from simplified topographical map and pictures).
16. The Central Valley (with graph of temperature and rainfall of Santiago).
17. Revision: map of Chile in three regions, annotated by class.
18. The Andes—fold mountains, volcanoes and earthquakes.
19. Life in the mountain states.
20. The mineral wealth of Andean countries.
21. Revision: the advantages and disadvantages of the Andes to man.
22. Revision: simple population distribution map made up by class, on basis of where too hot, too cold, too dry, too wet, etc. to live.
23. Revision: links between South America and U.S.A. (Panama Canal trade).

N.B.—In Year II half-term test of thirty-five to forty ‘one-word-answer’ questions, marked in class, accounts for another lesson each term.

Term II. Australia and New Zealand

1. Discovery of Australia and New Zealand (map of sea voyages).
2. Exploration of Australia (map of main journeys).
3. A sheep station (sample study).
4. Sheep production (class map of location).
5. Woollen exports of Australia (class diagram, also diagram of the woollen imports of the British Isles and their sources).
6. Beef cattle rearing in Australia (with map on tracing paper—to be used with reference to sheep location map).
7. Dairy farming in Australia.
8. Flora and fauna (including coral formation).
9. Minerals of Australia: to find the most important (map).
10. Coal mining and industrial development.
11. Why W. Australia has low population density (map of Great Australian Desert, with isohyets and winds).
12. Water problems of Australia: artesian basins.
13. Irrigation, including emphasis on seasonal rainfalls.
- 14 and 15. Afternoon visit to local waterboard plant.
16. Queensland: problems of tropical Australia.
17. South-eastern coastlands: why most people live there.

18. Transport in Australia (map to show main road, rail, air and coastal shipping routes).
19. Revision: population problems of Australia (concentration in five main towns).
20. *New Zealand*: interesting physical phenomena.
21. The produce of New Zealand (contrasts between North and South Island).
22. Revision: trade of Australia and New Zealand (using world outline map).

Term III. Africa

1. Introduction: why the Dark Continent? (including main exploration).
2. The Congo Basin: can this be developed? (Outline map of Africa given for vegetation to be developed through term.)
3. Transport in the Congo Basin (map of river, road, rail and air routes).
4. West Africa: sample study of a cocoa farm.
5. A map to show export centres for cocoa and oil palm areas.
6. Sample study of a north Nigerian farm (by contrast).
7. What life is like in the savanna lands (generalization).
8. The Sahara: How are deserts formed? (three main types and oasis formation).
9. Contrasts in Arab life: settlers and travellers (including bus and air routes).
10. North-west Africa: why most people live near the coast.
11. Mineral resources of N. Africa.
12. The Nile Basin: sources of Nile waters (map, with rainfall and flood data).
13. Why most people live in Egypt—irrigation methods.
14. The value of the Suez Canal.
15. East Africa: interesting physical phenomena (including Great Rift).
16. Different kinds of life at different altitudes (using topographical map).
17. The Rhodesias: British responsibilities in E. Africa.
18. South Africa: the importance of minerals (location map).
19. What would South Africa do without gold? (Agriculture).
20. Cape Town (trade, site and climatic statistics).
21. Revision: difficulties of farming in Africa (or Has Africa an industrial future?).

22. Revision: can you locate these stations? (temperature and rainfall statistics for Mediterranean, equatorial, savanna, tropical, highland and desert types).
23. Revision: Transport difficulties in Africa.

YEAR THREE

Term I. North America

1. Introduction: Why learn about *Canada*?
2. Tundra (relation of earth and sun: why sunless season; vegetation map started on given outline, to be developed through term).
3. Coniferous forests. Winter: lumbering and trapping.
4. Summer: timber industries, tourists, fire, reafforestation.
5. The Prairies: sample study of a farm.
6. Why spring wheat is grown (effect of weather on human life —organization of daily record of North American weather taken from daily meteorological charts).
7. How wheat is exported (map of routes).
8. British Columbia: forest, fish and farm.
9. Minerals of Canada (outline map provided).
10. Revision: C.P.R. (Using time-table).
11. Revision: Why do people emigrate to Canada?
12. Newfoundland: why farming is difficult.
13. The influence of ocean currents (class map).
14. *U.S.A.* Links with Canada, British Isles and rest of world.
15. New England States: influence of history on industrial development.
16. The iron and steel industry; why Pittsburgh is a centre.
17. Why lakeside industries developed.
18. Revision: the Great Lakes—St. Lawrence seaway (trade).
19. The Corn Belt. Sample study of a farm (with seasonal pictures).
20. Chicago, Corn Belt 'centre' (map).
21. Cattle-rearing in the high plains (link with Corn Belt).
22. Revision: New York: why it is chief port (map of routeways).
23. Origin of New York's exports and industries.

N.B.—Half-term test of fifty 'one-word-answer' questions accounts for another lesson each term (marking begun in class).

Term II

- { 1. The Cotton Belt: Life and work on a cotton plantation.
- 2. A Map to show limits of.
- 3. and 4. Outdoor lesson on local stream—flooding in winter.
- 5. T.V.A.: need for controlling rivers.
- 6. The Mississippi: the work of rivers (real example—ox-bow lake).
- 7. Are deltas of use to man? (Maps of 4 real examples given, e.g. Nile, Rhône, Niger, Mississippi, to discover common features).
- 8. Revision: trade along the Mississippi Basin (or how man uses natural resources of Mississippi Basin).
- 9. Oil production in U.S.A.
- 10. California, state of contrasts.
- { 11. The Central Valley (map, including mountain rail passes).
- 12. Mexico: different kinds of life at different altitudes.
- 13. Revision: how man uses mountain resources in North America.
- 14. Revision: the work of ice in N. America.
- 15. Revision: how rivers are used in N. America.

Asia

- 16. Asia, continent of variety.
- 17. *The Indian Sub-Continent*—a rice farmer's year (emphasis on seasonal rainfall).
- 18. What other cereals are grown? (four small unnamed maps, annual rainfall, rice, wheat and millet areas, for comparative purposes).
- 19. Land of famine? (descriptive detail monsoon climate plus temperature and rainfall figures—and effect of).
- 20. Revision: Irrigation in India and Pakistan (class map).
- 21. Village life in India and Pakistan (using line diagrams of two contrasting types).
- 22. Town life: Bombay compared with Calcutta (maps emphasizing land and sea routes).
- 23. Revision: contrasts between India and Pakistan.
- 24. Ceylon: Is Ceylon rightly named 'island of dark green leaves'? (section across Ceylon drawn from descriptive passage).

Term III

1. Oil in S.W. Asia (map of oil areas and selected statistics supplied).
2. Why is Inner Asia sparsely peopled?
3. *China*: Use of population map to find where most people live. (Class draw map to show lowland areas.)
4. North China: the Hwang-Ho—need for control.
5. How man lives in the Hwang-Ho basin.
6. South China: Sikiang Basin—why the south is richer than the north (emphasis on climate).
7. Central China: Yangtse-Kiang Basin—contrasts in rural and urban settlement.
8. Revision: agriculture in China.
9. How can pressure of population be relieved?
10. Outdoor lesson: attempt to assess population in local area.
11. *Malaysia*: rubber production (using sample study of land use map part of Malaya).
12. Singapore, port for Indonesia (local and international trade).
13. Why Java is so highly populated (coast-to-coast section across volcano).
14. The mineral wealth of S.E. Asia (including Burma).
15. Revision: transport difficulties in S.E. Asia (class insert main routes on given relief outline map).
16. *Japan*. A Japanese buraku (sample study).
17. Agriculture in Japan.
18. Industry in Japan.
19. *U.S.S.R.* Modern development of Arctic Russia.
20. Land use in the Soviet Far East.
21. Minerals of U.S.S.R. in Asia.
22. Trans-Siberian Railway (revision of time zones).
23. Revision—map to show natural vegetation.
24. Revision—Asia, land of contrasts (emphasis on climates, using year's record as yardstick).

YEAR FOUR: EUROPE*Term I*

1. Physical features and structure (outline map provided).
2. Climatic divisions (based on previous knowledge, using typical statistics).

3. *Norway*: the influence of the sea (and fiord coast).
 4. Geographical factors affecting land use.

- { 5. *Sweden*: forestry.
- 6. Mining and industry in Sweden.
- 7. Town studies: Bergen, Oslo, Göteborg and Stockholm.
- 8. Revision: comparison and contrast of Norway and Sweden.
- 9. *Denmark*: why dairy farming dominates.
- 10. Urban geography of Denmark.
- { 11. *The Netherlands*—land reclamation.
- 12. Intensive farming in the Netherlands (using topographical maps).
- 13. Town studies: Rotterdam, Amsterdam.
- { 14. *Belgium*—why so densely peopled? Farming.
- { 15. Industrial geography.
- 16. *France*: Brittany (cf. Cornwall).
- 17. Central Massif (geology map and pictures).
- 18. Rhône Valley and Mediterranean coast.
- 19. Aquitaine—land use.
- { 20. Paris Basin—geological section to show land use.
- 21. Paris, natural centre of France (map, and emphasis on industrial geography).
- 22. Revision: Industry in France.
- 23. Revision: Town studies—Bordeaux, Marseilles, Lyons.
- 24. Revision: Traffic between the British Isles and N.W. Europe (including passenger, foodstuffs, raw materials and manufactured goods).

N.B.—Terms I and II include a half-term test of fifty short questions, largely testing factual learning, but including rapid sketch-maps.

Term II

- 1. Effects of glaciation in north European lowlands (use of topographical maps of north German plain).
- { 2. *Germany*—agriculture in the north German plain.
- 3. Town studies—the position and importance of Berlin and Hamburg.
- 4. Regional features of the Rhine Basin (pictures to show Alpine valley, rift, gorge, plain and delta; class map, annotated).
- 5. Industrial geography of Lower German Rhineland.
- 6. Middle Elbe industrial region.
- 7. Uplands of Central and South Germany.
- 8. Revision: urban geography—the study of route centres.

9. *Poland*: division into natural regions by means of population map.

10. *Switzerland*: effects of glaciation in a highland area (diagrams of actual examples typical glacial features).

11. Land use in the three major regions of.

12. Industry in Switzerland.

13. Revision: railways in relation to relief.

14. The Danube Basin (pictures to show Alpine valley, 'Alfold', gorge, plain and delta; class map, annotated).

15. *Hungary*: why is it called 'a granary of Europe'?

16. *Yugoslavia*: threefold division by means of topographical maps and pictures (Karst topography).

17. *Rumania*: land of peasant and village.

18. *U.S.S.R.*: physical features of European Russia.

19. Natural vegetation regions (revising climates).

20. Leningrad and Moscow regions: industrial geography.

21. Agriculture and industry in the Ukraine.

22. Revision: port contrasts in U.S.S.R.

23. Revision: the work of ice-sheets in Europe.

Term III

1. and 2. Outdoor lessons, constructing L.U.S. map of locality.

3. *Iberia*: climatic contrasts (build-up of relief map).

4. Land use in Iberia.

5. Town contrasts: Lisbon, Seville, Madrid, Barcelona.

6. Spain: industrial geography.

7. Portugal: the influence of location.

8. *Italy*: the Alps and Apennines contrasted.

9. The Lombardy plain: an agricultural unit.

10. Towns of the Lombardy Plain (town-site maps, revising mountain passes).

11. The Mediterranean coastlands of.

12. *Greece*: problems in the development of.

13. The importance of waterways in (map).

14. Revision: the characteristics of Mediterranean agriculture (including Middle East coastlands).

15. Revision: Mediterranean ports and their trade (outline map provided: include Middle East ports).

16. General revision: climatic divisions—what do climate statistics really mean? (using records kept).

17. The wheatlands of Europe (including British Isles).

18. 'Heavy' industrial regions of Europe (including British Isles).
19. H.E.P. in Europe (with detail of selected examples).
20. The Karst lands of Europe (including British Isles).
21. Contrasts in coastal land forms (using O.S. and topographical maps).
22. Land, sea and air routes (outline map—insertion of main rail routes, cross-Channel routes and airports.)

YEAR FIVE: BRITISH ISLES. WORLD REVISION

Term I

1. Main structural features of British Isles.
2. Main physical features and drainage (on provided outline).
3. Climate: map to show isotherms and isohyets.
4. Measuring, recording and mapping weather data—weather charts.
5. Local study (including out-of-school study and homework).
6. *Ireland*: natural conditions (including revision glaciation).
7. Farming in Ireland (using dot distribution maps).
8. Industry in Ireland.
9. Town Studies: Belfast and Dublin.
10. *Wales*: relief and drainage.
11. Industrial development of South Wales Coalfield.
12. Occupations in north and central Wales.
13. *Scotland*—the Highlands: physical phenomena.
14. Occupations in the Highlands.
15. Central Lowlands—structure, relief and drainage.
16. Agriculture in the Central Lowlands.
17. Scottish Lowlands: coalfields and industries.
18. The Southern Uplands—routeways.
19. *England*—the Pennines: structure, relief and drainage.
20. The Pennines—advantages and disadvantages (L.U.S. map).
21. Lake District: resources and occupations (O.S. Map).
22. Lancashire: agricultural contrasts (using crop and stock statistics for Lancashire and Cheshire).
23. The cotton industry.
24. Liverpool and other industrial towns.
25. Agricultural specialization in the Midlands.
26. Industrial specialization in the Midlands.
27. The Severn Valley.
28. Bristol region.
29. South-west peninsula: physical phenomena.

30. Farming in the south-west peninsula.
31. Urban geography of south-west peninsula.
32. Fishing industry—conditions, grounds, ports.
33. N.E. Industrial area.

Term II

1. York, Derby and Notts. Coalfield (revision Pennine structure).
2. Yorkshire: the woollen industry.
3. Yorkshire: other examples of industrial specialization.
4. York, centre of agricultural Yorkshire.
5. Revision: Hull, hinterland and trade.
6. East Anglia and Fenland: natural conditions.
7. East Anglia and Fenland: farming.
8. The Weald: geological section.
9. Land use in S.E. England (Kent, Surrey, Sussex).
10. Town Studies: Guildford, Brighton, Dover.
11. Hampshire Basin.
12. Southampton and Portsmouth.
13. Revision: the English Scarplands (emphasis on scenery).
- { 14. London Basin: high population density.
15. London.
16. Revision: mineral resources of the British Isles (rock types).
17. Planning Land Use in Britain.

WORLD REVISION

18. Reviewing rocks—igneous, sedimentary, organic and metamorphic.
19. Mountain making—faulting and folding, rift valleys and synclinal mountains.
20. Volcanic activity (including crater lakes, geysers).
- { 21. The work of rivers (canyons: peneplains).
22. Other features: waterfalls, meanders, flood plains, alluvial plains, deltas, rias.
23. The work of ice.
24. Lakes: methods of formation.
25. The wind as a modeller of the Earth's surface.
26. Structural areas of the Earth—Ancient lands, Old and Young fold mountains, lowlands.
27. The work of the sea: erosion (and submergence).
28. The work of the sea: land building (and emergence).

29. The ocean currents (revision of major wind systems).
30. Effects of the Earth's rotation and revolution.
31. World production of 'temperate' cereals.
32. World production of 'tropical' cereals.
33. Tropical plantation agriculture (emphasis on island areas).
34. The use of rivers—H.E.P., irrigation and drainage.
35. Mineral oil—structures, areas, use.

Term III

Revision by means of major natural regions.

1. Arctic (Tundra, Ice Cap and frozen sea) region.
2. Coniferous forest lands.
3. Temperate grasslands.
4. Temperate maritime areas: why east and west coasts differ
5. What is meant by 'Laurentian type' and 'China type'?
6. The Mediterranean lands.
7. Monsoon regions.
8. Desert lands.
9. The savannas: problems of development.
10. Equatorial regions.
11. Which are the densely peopled latitudes, and why?

Other lessons before examination for individual revision. Post-examination work:—

Individual or group work on topics such as:

1. Soil erosion and conservation.
2. The geography of malaria.
3. Reafforestation.
4. The agricultural services of U.N.O.
5. Recent expeditions and their value to mankind.

N.B.—It is assumed that fifth-form geography lessons are thrice weekly, with two homework periods allocated. Although homework is not suggested in the syllabus, it is advocated not only for purposes of revision, consolidation and for finding new data, but as an integral part of the lesson plan. It is also assumed that field study is undertaken during each year, with the opportunity of a longer period, e.g. a week, for middle school and seniors, to study in a more distant area.

M. LONG.

6. Sample Studies

A sample study is the detailed geography of a unit representative of a larger whole. It may be the detail of a single farm which reflects the general pattern of farming in a region; it may be the detail of an area of land which is representative of a wider landscape. It should be chosen to be typical of the major region concerned, and normally to show human response to environment. Ports, factories and villages may provide basic samples, but care must be taken that the detail selected is geographical rather than technological, sociological or economic.

The past two decades have presented ample opportunity for increased interest in sample studies. Not only has the number of detailed studies generally available increased, but their use as a sound means of teaching from the particular to the general has been recognized. The classic development of sample studies is by R. S. Platt in *Latin America*. *Suye Mura, a Japanese Village*, by S. F. Embree, is another classic, oriented towards sociology; other advanced-level studies are included from time to time in *Geography*. Many advanced regional geographies, such as *China's Geographical Foundations* (G. B. Cressey) and *Japan* (G. T. Trewhatha) contain detail which can be adapted for sample studies. The Geographical Association has also produced five studies in a booklet entitled *Sample Studies* and is shortly to produce a second booklet on Asiatic sample studies. A recent American book called *Case Studies in World Geography*, edited by R. M. Highsmith, Jr., includes many other sample farms and areas. Numerous school texts now include sample studies, the 'Real Geography' series by Fairgrieve and Young, and *Many People in Many Lands*, by D. M. Forsaith, being based thereon. The Association of Agriculture has expanded from British farm studies to include farms in Australia, Canada and Southern Rhodesia, although not all the detail given is relevant to geographical study. There is little doubt, however, that some of the most useful studies are those resulting from the field work of teachers and children both at home and abroad. Detail gained from first-hand visits to selected areas, farms, docks or factories may provide worthy data for class-room teaching for those unable to study in the field.

It is the analysis of first-hand, specific data contained in sample studies which makes their greatest contribution to the teaching of real geography. For children at junior school age the simple detail of a dairy farm or a fishing village can give worthwhile lesson material

for the extension of the child's experience, without generalization. For older children sample studies form the basis from which major geographical regions or land use patterns may be built up.

The study of an estancia in Argentina, for example, commonly taught in the second year, will start with its location and probably include reference to size, shape of fields, numbers of cattle, crops, the position of houses and buildings, the need for surrounding trees as windbreaks, lack of barns as an indication of winter conditions, the presence of wind-pumps, road conditions and transport, as well as the year's work and the final destination of the cattle. For this work the use of a map of an estancia, from which the children themselves discover most of these facts, together with pictures from which other information, including climatic, may be gained, is fundamental. Some descriptive passage and the atlas might well complete the data required. The next essential step is to stress that such an estancia is only one of many; that, in fact, similar estancias, varying perhaps in some detail but located where relief and climate conditions are similar, exist throughout the humid Pampas. Although farms lend themselves particularly well to this form of study, choice is not limited to agricultural units. An analysis of the site of a particular woollen mill will reflect the essentials of a pattern characteristic of the West Riding woollen industrial area; the study of a mountain village will summarize the ingenuity of man's response to this particular type of physical setting.

Finally, it should be borne in mind that the learning of statistical details of given farms or factories would be as profitless as 'cape and bay' rote learning; the statistics should be interpreted, and are normally used for comparative purposes. Also, sample studies are but one approach among many, and should occupy a balanced portion of teaching time. The investigation of sample study after sample study has the disadvantages of any other form of repetition teaching method. Sample studies should be used to provide stimulating variety where they best fit into the syllabus plan.

M. LONG.

SECTION II

OUTDOOR GEOGRAPHY

1. Field Work in Geography

Geography is an exploratory science. Its raw material derives initially from someone going and looking, from exploration. It is vital that this exploratory spirit should pervade geography teaching and that, whether in fact or in imagination, the pupils should 'go and look' for themselves—and later, of course, interpret and understand. Geography worth the name is above all realistic. How better to meet these requirements than by actual field work on the part of the pupils themselves? Field work is true geographical experience. On such an occasion, geography does not have to be made realistic: it is real before the very eyes of the pupils. Geography at first-hand can be of several kinds and can be given to children in several ways. It can be urban or rural or, perhaps we should add, suburban. It can be done in an hour or a day or a week. There is much valuable field work within reach of any school for an hour or a half-day. On other occasions, the day excursion to a different environment will better meet the need. Best of all perhaps is the school journey or the school camp, which provides the opportunity to study geographically a locality quite unlike the pupils' home area over a period long enough for many facets to be considered and a well-balanced picture to be formed. Such a picture should, of course, be formed of the home locality, through local study included in the school course. The value of additional, contrasting, local studies is very great.

Whatever the area and the arrangements, geography out-of-doors brings a vitalizing influence to the school course out of all proportion to the time spent. Simple geographical facts and terms become realistic because they have been directly experienced. Standards of comparison are gained which are common to the whole group, a matter of great importance to the teacher. Without field experience in common, simple terms like 'steep' or 'undulating', phrases such as 'a swift river' or 'an area of dense population', mean different things

to different pupils. The value of such experience runs over to many lessons and many topics.

The climax value of geographical field work lies in the training it gives in enabling pupils to look at a landscape geographically, in giving them an eye for country. Once gained, this power is a treasure which transforms any journey and makes the surface of the earth a never-ceasing source of interest and intellectual stimulus. Though this power can be greatly developed by study and by map work, it depends primarily on field experience. It is the task and the privilege of teachers to pass on to their pupils a measure of their own power to look at a landscape and to see the skeleton below, to recognize the processes and the stages which have helped to form it, and to appreciate the relationship of the palimpsest which man has imposed upon it to the natural aspects which have conditioned that varied and complex process.

Real experience, common standards, power of interpretation: these things gained in the field make possible realistic large-scale studies of distant areas that cannot be visited. They are the necessary preliminary to, or concomitant of, the sample study. They make possible the realistic approach to learning about distant lands, not in a small-scale way but in terms of real people in real places. It is important that local studies, whether actual or second-hand through maps and pictures and the rest, should be properly integrated with the remainder of the course. This is not the place in which to develop this point, beyond remarking on the general truth that the local and first-hand is most valuable when it is thoughtfully linked with other related studies which must necessarily be second-hand. The theme has been elaborated elsewhere. But before the integration, the adventure. Therefore, geographers, off with the gown and out with the raincoat; away with the chalk and on with the boots. For through the soles of the same shall ye learn.

E. W. H. BRIAULT.

2. Field Work in Rural Schools

The teacher working in a rural area has usually a rich field for geographical exploration within very easy reach. Here there is opportunity to study both landscape and physical geography and the way in which man has come to terms with his environment. There is work suitable for all ages and stages, for both short lessons or for longer

ones. In a rural area correlation with other studies, particularly nature study and history, is self-evident.

Suggestions for Rural Studies

Rural environments vary considerably in what they offer for geographical study and it is difficult therefore to suggest topics in detail. The following brief summary may be helpful.

In the primary school, where the work is mainly observational, the following suggest themselves: the study of a local farm with special emphasis upon seasonal routines; simple studies in river or marine erosion and deposition; simple vegetation studies, such as a salt marsh or an oak wood; study of local rocks; study of local roads and footpaths. Alongside these studies will inevitably go much related map study. Towards the end of the primary school stage an average child, well trained in outdoor studies, should have a keen and appreciative eye and have had some experience of finding things out, either in a group or individually. A more comprehensive survey of a small area can then be attempted.

Simple Transects

The making of a simple transect is a useful field exercise in preparation for a survey of a selected area. The children are set to work, in groups or in pairs, to make careful records of everything they observe along a given road or path or in a selected strip of country. Simple relationships such as that between degree of slope and cultivation can be pointed out when the full summary has been made.

Field Sketches

To be commended, too, is the drawing of annotated field sketches,¹ an exercise which helps children to look at country as a whole. Children will find it easier to work on long strips of paper rather than on a normal piece of exercise paper. This practice will considerably help the study of land forms, at all ages, and with it can go much valuable map study.

Regional Survey

In attempting a complete (or selective) survey of an area at the secondary stage it is wise to define the limits of the area with some precision. This may be done in one of several ways: (1) by using the boundaries of the civil parish—a useful unit, as much material such as agricultural and population statistics is published on this basis;

¹ See G. E. Hutchings, *Annual Report*, 1951-52, Council for the Promotion of Field Studies.

(2) an artificially defined area may be used by taking one or more related sheets of the Ordnance Survey maps. The quarter or full sheet of the 6 in. to one mile or one sheet of the 2½ in. to one mile are suitable. This second method may be preferable where the parish lacks geographical variety or is too large for adequate study; (3) a well-defined region such as Broadland or Breckland may be selected, particularly for study by the upper forms.

The area selected and base maps prepared, observations made in the field, together with facts obtained from other sources, can be recorded, co-ordinated and discussed. Topics selected for detailed study might include relief, drainage, land utilization,¹ buildings (age, material, etc.), public services and communications. The survey may be completed within a short period, six weeks or one term, or may be spread out over several years. It can be attempted in part or as a whole according to the needs and interests of the classes concerned. The position of the survey area in relation to its region and to the country as a whole should not be overlooked. Often, spatial relationships become increasingly apparent as, for example, in the connexion between farm and adjacent market town.

R. F. CARR.

3. Field Work in Urban Schools

Detailed studies of urban areas are today an accepted part of the geographical field, and considerable academic developments have been made of late.² Popular interest has also been stimulated by the advent of town planning, and urban work provides an excellent opportunity for the teacher to show how geographical studies play a part in helping to solve existing problems. The inclusion of urban study in school work also gives balance to geographical study, which can easily be thought of by children as solely a rural subject. The expression 'field work' perhaps conditions children to think of country areas in this connexion and, unless trained to do so, they do not readily think of the urban landscape as part of the fabric of geography. Urban work lends itself to study at all levels of ability. It can vary from the plotting of elementary data on maps of local streets to elaborate studies of towns at sixth-form level.³

¹ See Alice Coleman, M.A., K.R.A. Maggs., B.Sc., *Land Use Survey Handbook*, obtainable from University of London, King's College Department of Geography, Strand, London, W.C.2.

² A. E. Smailes, *The Geography of Towns*, Hutchinson's University Library, 1953, is an excellent starting point for the adult student.

³ E. Coulthard, 'A Spring Term Experiment', *Geography*, Vol. XXXI, 1946, pp. 134-8 is an example of this.

Suggestions for Urban Studies

The greatest part of the material studied falls within the economic and social sphere. To investigate a town a profitable first question is: 'What goes on?' A basic piece of work is the construction of a map on which local buildings are located and numbered, and with the use of this map the children may discover and record local activities. This may be developed into some form of land use survey. The experience of Professor Stamp's work in this showed that six classifications were about the right number for children aged ten to twelve to handle, and in towns a classification into houses, shops, factories, offices and social centres or public services, meets this criterion. More elaborate work on these lines has been done by the planning authorities, and reference to the various surveys (cf. p. 382) made prior to planning will be helpful to those interested in this topic.

Visits to Factories

Industrial topics are also readily available in towns, and straightforward factory visits can provide considerable scope for geographical work. Stress should be laid on the importance of approaching the material from the geographical point of view. Unless this is done, children sometimes obtain little but a hazy impression of whirling wheels and vague but complicated processes. Although the visit may have been made with some other primary purpose, for example to show possible careers in the district, geographical material for study of site, access to raw materials, distribution of the product and availability of labour, can also be obtained. Thus it may be advisable to organize groups for specific investigations, and to provide questionnaires the answers to which must be discovered during the visit. If the children themselves prepare these questionnaires beforehand under the guidance of the teacher their own interests will be well to the fore, and the excitement and enjoyment of the visit increased rather than lessened.

Study of Shops and their Distribution

Processes of distribution are also well exemplified in towns. The topic method, which often selects a particular commodity for study and involves, among other things, the location of certain shops, is well known. Properly handled, it can include considerable local map work. For older children local street markets, local shopping centres and the position of more distant and more elaborate ones, are possible

developments. The study of transport facilities and the accessibility of these markets may well arise in this connexion.

Studies of Distribution of Parks, etc.

The study of other social phenomena—recreational facilities, playing fields, commons, parks, cinemas, and so on, leads us to the borderland between geography and social studies. Suffice it to say that, if included within the province of geography, geographical aspects should be made clear. The discovery by the children of the relationship of recreation grounds to low-grade land, or of cinema sites to a central position, will give purpose to what may otherwise be an aimless recording of facts, and may be used to introduce similar areas or topics on a larger scale.

Population Studies

Finally, population densities can be studied. Often children have sufficient knowledge of the number of inhabitants of their own particular street to make such work reasonably accurate, and comparison between various districts may provide older children with a statistical basis for questioning the method of calculation and reliability of 'per square mile' averages frequently found in textbooks. An attempt to estimate the population of one block of houses, and a calculation from the map of its area, provides a useful exercise and a yardstick for the understanding of population densities elsewhere.

Historical Aspects

The close relation between history and geography is generally accepted, but in practice this agreement often remains one in theory only. Local work in towns affords good opportunity for putting this theory into practice. In towns historical material is particularly abundant and noticeable, and indeed forces itself upon the attention of the geographer. The original nucleus of the town, or of the district within the town, must of course be located. This may well be the starting point of an urban study. Changes in the town developments caused by new roads, new railways, industrial growth and the like, are both historical and geographical. Much practical work can be done by mapping the development of settlement based on the age of the houses or the roads. For young children, the only appreciable division is into old and new, but older pupils can learn the difference between a Victorian house and a modern one, and quite detailed work in historical geography, and even in architecture, is not impossible.

Relief and Physical Geography

Relief and physical geography are considered finally, not because the physical basis is thought to be a subordinate study, but because in urban areas it is often not immediately obvious. The buildings and the people present themselves first to the eye in a town, particularly to children. The explanation, or part of the explanation, of the distributions discovered will be found in the physical setting, and for this reason again we may come to consider this after having recorded the social or other phenomena. In fairly level districts, such as commonly occur in built-up areas, there is sometimes little relief visible to the child's eye, or even to the eye of the untrained adult. This does not mean that relief should be ignored, but unnecessary heart-burning is sometimes caused by straining after significant relief where none exists. A standard method of studying relief in a town area is contained in Fairgrieve's *Geography in School*,¹ in which contours are plotted on a street base map. Contours may be introduced by means of the urban hill once its recognition is established, and often the idea of a section is simplified by the use of a road over a hill for this purpose. Various developments of these approaches are possible, a useful one being the investigation of the layout of street drainage and surface run-off. However it is approached, the aim of the teacher should be to train the children to see the shape of the land 'with the houses off'. Having discovered the shape of the land, further material for study may appear. There are few towns which have no river flood plain, at least, within their boundary.

The foregoing suggestions include pieces of work which may be done as separate items, chosen to give reality to some other part of the syllabus, or work which may ultimately form a complete survey of the area. In the latter case, as with all regional studies, some major theme, such as the influence of a new railway line or the presence of a great river, will often emerge to give unity to the study.

B. S. ROBERSON.

4. Field Centres

The Field Studies Council has at present seven residential field centres, each with living accommodation for about fifty visiting students and teachers, together with laboratories and other work rooms, a reference library and other facilities ancillary to field studies. The wardens of the centres and their resident colleagues are themselves scientists

¹ J. Fairgrieve, *Geography in School*, U.L.P., 1951.

and teachers, who give courses of instruction or advise students and teachers who come to the centres to work independently. The field centres thus provide a service of a different kind from youth hostels and other establishments which cater only for residence. Each centre is situated in country which affords abundant interest to geographers, geologists, biologists, historians and others. The following are the addresses of the seven centres and brief notes on the country in which each is situated:

Dale Fort Field Centre, Haverfordwest, Pembrokeshire

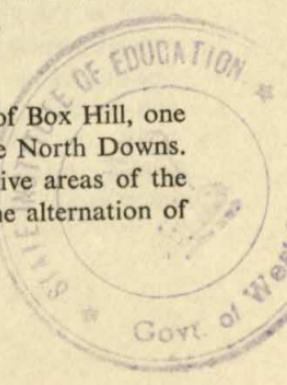
The Fort occupies a cliff-top site overlooking Milford Haven. The district is one of strongly folded and faulted rocks ranging from the pre-Cambrian to the Carboniferous. There are magnificent cliff sections and a great variety of coast features around the peninsulas, bays and islands. The dissected plateau of western Pembrokeshire with its inlets has a long history of settlement founded on communication by sea. There is a marked contrast between the 'Welsh' upland of the interior and the 'English' settlement of the coastal zone. The archaeological interest of the area is rich and varied.

Flatford Mill Field Centre, East Bergholt, Colchester, Essex

The famous Flatford Mill and associated buildings are situated on the river Stour, at the head of its estuary. The centre is ten miles inland from Harwich and midway between Ipswich and Colchester. The principal geographical contrasts conspicuous in the neighbourhood of the centre are between the low East Anglian plateau and the sides of the valleys, and between the estuarine marshlands and the water meadows higher up the river. The surrounding countryside is almost wholly in agricultural use and presents interesting variations of East Anglian farming, determined largely by distinctive soils (of boulder clay, gravels, loess, etc.). The heath land of the Pliocene Crag and glacial sands stands out in contrast with the agricultural land. Flatford is a good centre from which to study lowland coastal forms and tidal estuaries.

Juniper Hall Field Centre, Dorking, Surrey

Juniper Hall is in the Mole Valley at the foot of Box Hill, one of the most interesting and attractive areas on the North Downs. The centre gives immediate access to representative areas of the western Weald and the central London Basin. The alternation of



contrasting rock types in the region gives rise to a 'scarland' topography remarkable for its clear-cut land forms and well-defined zonation of vegetation and land-use. The river Mole is a typical unit of the wealden drainage system. Geographical field work based on Juniper Hall is dealt with in some detail in Woolridge and Hutchings's *London's Countryside* (Methuen, 1957).

Malham Tarn Field Centre, Settle, Yorkshire

The centre occupies a mansion and associated buildings near the shore of Malham Tarn on the limestone upland at the head of Airedale, altitude 1,229 feet. The spectacular features of Malham Cove, Gordale Scar and Giggleswick Scar are associated with the Craven fault belt which traverses this part of the Pennines. The great plateau of Carboniferous limestone around Malham, Upper Wharfedale and Upper Ribblesdale are regions rich in physiographic and biological interest, chiefly from their concealed drainage and variety of 'karstic' features. There is a marked contrast between the limestone upland and the high fells of the Millstone Grit and Yoredale rocks which form isolated summits (Fountains Fell, Ingleborough, etc.) and, south of the fault belt, the broad moorlands of the central Pennines.

Orielton Field Centre, Pembroke, Pembrokeshire

Orielton, a Georgian country house, stands in its own wooded estate on the high ground in the centre of the Castlemartin peninsula of South Pembrokeshire. The peninsula is traversed from west to east by geological fold complexes and overthrusts bringing to the surface rocks ranging in age from Ordovician to Carboniferous. Structure and lithological variation are legible in the pattern of drainage and the form of the ground. This part of Pembrokeshire affords much evidence of geologically recent changes in sea level. In the area there is evidence of human occupation as far back as the Stone Age. Orielton is a good base from which to study the contrast between the Welsh settlement of the Presceli Hills and that of the English immigrants of the low maritime plateau. The magnificent harbour of Milford Haven along the north side of the peninsula has a long history of maritime activity, including the recent establishment of a great oil port and refinery.

Preston Montford Field Centre, Montford Bridge, Shrewsbury

Preston Montford Hall, three miles west of Shrewsbury, is

situated on the banks of the Severn where the river in a broadly terraced valley traverses the Shropshire plain. The centre is conveniently sited for studies in the geography of the Welsh Borderland. Interest largely centres around the contrast between the lowland of the plain and the adjacent hill and mountain country. The Berwyn Mountains, and even Snowdonia, are accessible from the centre, but much closer the South Shropshire hills (the Longmynd, Caradoc, Wenlock Edge, etc.) afford abundant interest in upland geography. This country presents the essentials for the study of the Palaeozoic rocks, whilst the lowland provides much material for the study of Pleistocene geology. The human geography of Shropshire and the Welsh border is of great interest.

Slapton Ley Field Centre, Slapton, Kingsbridge, Devonshire

The Centre is situated in the small village of Slapton close to the coast of Start Bay. It is the headquarters of a nature reserve which comprises a long shingle beach, the waters of Slapton Ley and parts of two wooded valleys breaching a line of old sea cliffs. The hinterland of the east-facing coast is the broad plateau of the South Hams district, a surface cut in Devonian rocks, extending inland to the flank of the high-standing Dartmoor granite. The eroded edges of the plateau, the cliffs and bays around Start Point and the estuaries of Kingsbridge and the river Dart provide a great variety of coast features. South Devon, with its villages and small towns, presents an interesting pattern of agricultural and coastal settlement.

Courses in geographical field work are given at all the centres. The courses are adapted to the needs mainly of sixth-form grammar school pupils and training college students, but groups of other kinds are also provided for, including those of younger schoolchildren. Most courses are of one week duration, in almost all cases from Wednesday to Wednesday. The field season runs from early March to the end of October, and although provisional programmes are published in November for the following year it is sometimes possible to fit in additional courses later by arrangement. The work of the centres goes on during term time and holidays alike.

A distinction is drawn between geography 'courses' given by the Council's staff (or by tutors engaged by them) and geography 'study weeks' in which the main instruction is given by the students' own teachers, aided if desired by advice and suggestions by the resident

staff. The courses may be attended by individual students, or by groups either with or without their own teachers. The latter, when attending courses, are not asked to contribute to the basic instruction but they can obviously supplement this in the interests of their pupils. Visiting teachers who wish to conduct their own courses are always welcome. An independent group thus constituted can often be accommodated at times when courses of other kinds are in progress. They are not necessarily confined to the periods scheduled as 'study weeks'. Teachers who receive the printed programmes of the centres may therefore inquire about possible vacancies in any week they favour; very few of the advertised courses require all the accommodation of a centre.

A week's course is usually based on three or four day excursions on foot, tuition being given in landscape interpretation and other regional studies. There is also at least one longer excursion by coach with the object of relating the more local studies to a wider regional setting. Other days in the week are devoted to observational projects carried out by the students themselves in small working parties. At most of the centres a variety of printed sketch maps, diagrams and notes are supplied at a small cost. On all the courses field sketching is encouraged and sometimes special instruction in this work is given. At some of the centres a course is given each year entirely devoted to geographical landscape drawing. Special courses are also given in geology and at some centres a course in surveying and map making takes place during the summer holiday period. In all courses provision is made for indoor study and lectures ancillary to the field work.

Membership of the F.S.C. (annual subscription 5s. for individuals, or 10s. 6d. for schools and colleges) is a condition of attending any of the Field Centres. The group subscription covers any number of pupils from the particular school. Membership ensures the regular receipt of programmes, leaflets and other literature on the Council's activities. The inclusive fee, covering residence, tuition and all other facilities, for a week at a centre is £9. This has been fixed in consultation with local education authorities and others on the assumption that students and teachers will obtain grants from their own authorities in aid of their attendance at courses.

Domestic life at the Field Centres is simple but comfortable. Most of the sleeping accommodation is in small dormitories but there are also single rooms. Students are expected to do some light duties, but the domestic routine is planned so as to allow as much time as possible for field work and study. There are many advantages in the common practice of the centres of combining groups of students from

different schools and colleges, and of running different kinds of field courses concurrently.

Further information about the Field Centres and about geographical and other courses may be obtained on application to the Secretary and Treasurer, Field Studies Council, 9 Devereux Court, Strand, London, W.C.2, to whom membership subscriptions should also be sent.

G. E. HUTCHINGS

*Formerly Senior Tutor in Geography,
Field Studies Council.*

The Scottish Field Studies Association has opened (March 1964) the first field studies centre in Scotland, at Kindrogan House, Strathardle, Perthshire (8 miles east of Pitlochry). Information about accommodation and courses can be got from the S.F.S.A., 141 Bath Street, Glasgow, C.2.

5. Field Work Abroad

ORGANIZATION AND PLANNING

Introduction

Field work is established. Foreign travel is commonplace. We live in an affluent society. The combination of these three facts has the result that more teachers take children abroad. The great majority of school parties are only quasi-educational; they vary from the frankly holiday trip, with its unstated but very real lessons in communal living, to the solidly cultural, with its determined foot-slogging round the Louvre and Versailles.

Although this section may be of some use to the teacher who plans to take holiday parties abroad, it is primarily intended for the one who wishes to attempt geographical field work outside this island. Many geographers are prompted to organize such a working field trip as being of greater educational value than the sometimes rather aimless general-purpose foreign journey. It is for them that this section offers some advice. Whatever the reason, the children are coming forward—with the money in their hands—and the climate of educational and parental opinion for such trips, in holiday time or school time, is increasingly favourable.

Such a working trip is for older children, above, say, the age of sixteen. They are likely to be taking geography or kindred subjects at advanced level. They are also likely to have been abroad before.

Younger children should have their first experience of field work at home, and in any case, when abroad for the first time are too overwhelmed by the multifarious strange experiences in a foreign environment to concentrate on more serious study. A wise teacher will nevertheless take advantage of examining any interesting geographical topics which present themselves on such trips.

Choice of place

It would be an impertinence to inform geographers about other lands, but a brief review of the considerations affecting the choice of a location is warranted. In practice, most school trips are confined to north-west Europe, for reasons of time and cost. Air travel is steadily getting cheaper, however, and the long-distance trans-Atlantic or trans-European trip, if not already within the bounds of possibility, soon will be. In that case the choice of location is dominated by the excitement of a visit to far-off lands, and the question of the geographical richness of the area studied on arrival must, for the next few years, take second place.

First, altitude. By and large, highland areas have the most attractive scenery, and offer striking changes of terrain within a small area. Viewpoints are frequent, affording the chance of field sketching and overall reviews of the district. The price paid for these considerable advantages is the more strenuous walking, the lower temperatures, and the greater precipitation. In level areas, the possibility of other varieties of scenery and subject matter, or easy transport thereto, should be borne in mind.

Second, climate. Only the most spartan will pursue enthusiastic field studies with frozen fingers and soggy paper. For youngsters at any rate, field work is more efficient in a pleasant climate. Travel south rather than north, except in summer. The season of the year also concerns us here. The traditional time for school travel is the Easter holiday, but to get sufficiently far south at this season for mild weather usually involves a prohibitive price. In summer the continent is far more crowded with tourists. The choice between these balancing considerations is likely to be a personal one.

Third, terrain. The most important requirement of any field study centre is variety. It is uneconomic to take a party to a district where only one type of landscape, and thus only one type of human activity, is available. Long walks over the same scenery are unrewarding. One looks, therefore, for places at the borders of regions, with variety of landscape, human activity, and other phenomena. Access to a good

route centre for local travel helps in this respect. Above all, one should try to visit the ordinary and the typical rather than the tourist-ridden and the picturesque. In summary, one looks for cheapness, pleasantness of climate, variety of terrain, and absence of holiday crowds. This is not always found!¹

Travel and accommodation

The teacher can arrange the travel and accommodation of his party himself, or place it in the hands of an outside organizer.

There are a large number of travel agencies catering specially for school parties. From the increase in their advertisements in *The Times Educational Supplement* and similar journals, it is clear that school travel is big business. The firms concerned vary from small recently established ones, whose reputation intending users would be well advised to verify, to larger and older firms of good standing in the travel trade. More important are a number of non-profit-making concerns, such as Educational Travel and Ramblers Association Services, which offer package tours for schools, and which have schoolteachers on their governing bodies. The School Journey Association of London also offers an advisory service for continental travel, although historically its emphasis was upon home travel.

All these organizations offer travel and accommodation at special rates for school parties in western Europe. It requires considerable study to compare their prices. Are such things as local excursions, insurance, seat reservations, local taxes and meals on the journey included? Are maps lent free? What grade of hotel is offered? Are refunds allowed for meals not taken? Has the organization representatives abroad who will give free assistance, or others at home who will visit the school and give advice during the planning stage? The teacher who decides to use an organization should study its offers carefully, particularly the smallest print on the application form, which is often the basis of contract.

Most of these organizations offer free places to accompanying teachers, commonly at the rate of one to every fifteen pupils. The teacher is thus the local agent, sometimes also the courier of the party. He will have, of course, the school administrative work to

¹ A consideration of Belgium as a field study area is given by Dr. G. B. G. Bull in *Geography* Vol. XLI, pp. 260-62. This offers an exposition of the problem of choice, with particular reference to Belgium, and will appeal to those who prefer to think in terms of specific examples rather than generalizations. Those whose favourite stamping ground is the Netherlands or the Rhineland will doubtless be able to find as potent reasons for visiting them as Dr. Bull does for Belgium.

handle, and the preliminary and actual day-to-day organization of the children.

This system has its attractions, particularly for the inexperienced. A reliable and efficient agency will take the great bulk of administration off the teacher's hands and, above all, save him the major problem of finding sufficient places at an hotel. What are the disadvantages? Firstly, in choice of place. Many tours offered by programme are to areas frequented by tourists, and to hotels which are cutting rates and over-filling accommodation. There is seldom a chance of obtaining a separate common room for evening study, nor an atmosphere conducive to it. Secondly, there is a certain loss of freedom and independence. Most teachers of spirit want to run their own affairs, and to them we now turn.

The travel side is straightforward and has its advantages. Teachers organizing their own travel ensure that they are getting the full benefit of party rebates on fares, which are substantial, and not necessarily passed on to the consumer by the commercial firm. The teacher has also greater freedom of choice of time of departure, routes, and the like. This is also a more direct method; much of the work of the travel agency is as intermediary for onward transmission of instructions.

The basic procedure is given here. The starting point is the main continental time-table and price-list, of which a shorter and more convenient version is available for separate areas of Europe. This permits a rough assessment of routes and prices, and a detailed quotation of party and juvenile rates can then be obtained. The main contact is with the party travel section of the railway region concerned, through whom most of the ticket purchasing and seat reservation can then be done. The British Railways Southern Region's document 'Travel notes for continental party organizers' is a complete and simple guide to procedure. Points worthy of note are that money is required forty-two days before departure, that there is a procedure, which must be strictly followed, for collecting refunds for children who have paid but do not travel, that reservations for the return journey must be made direct with the overseas office in certain cases, and that party fares must not be quoted net to the public.

Air travel is not at present of major importance in this field. Rates by scheduled services are of course far higher than by rail, and the main attraction for the private organizer is air charter. With the increasing size of aircraft, the size of the party must also increase, or there must be arrangements with other schools for joint working.

There is also always the problem of the 'empty leg'. A plane does not wait at a foreign airport for a fortnight, and then return. The hirer must pay cost of the return flight, or heavy demurrage, unless he is in a position to operate a series of flights. Air chartering is a complicated business, and while it may appeal to the enthusiast who is keen to get large numbers of children abroad it is not at present a practical proposition for the teacher who merely wants to do field work in another country.

For the individual organizer to find accommodation abroad is less easy. Private knowledge is far the best, and lucky the teacher who has a personal connexion with a good cheap hotel. Foreign hoteliers increasingly prefer the block bookings of the large organizations, particularly in the resorts, and not all are punctilious in their correspondence. More success for the private booking is obtained in towns without tourist attractions. The tour using youth hostels is likely to appeal to the younger teacher, and here the minimum number of moves will permit most detailed examination of the district. Other possibilities are the booking of empty schools, and information and help can sometimes be obtained from foreign local Education Authorities or the equivalent. Schools in towns which have a civic correspondence with a foreign town often get good help—even financial. All this means planning far in advance, often during the teacher's summer holiday of the previous year.

So much for getting there and living. These are but the means to the end, of studying the area. Beginners may well be daunted by the imagined difficulties of not knowing this beforehand. There are many ways whereby a teacher can familiarize himself with a district without actually going there, and in spite of lack of previous knowledge, much preparation for the field course itself can be done at home. Let us assume he has picked his location. Let us also assume he has not been to it before. Nearly all that follows can be done with this limitation.

Preparation at home

The teacher's own academic study of the area is of course important. This is not for onward transmission to the pupils. It is to give the teacher advice on what they are likely to discover. Detailed articles on small areas are not common anyway, and the intensity of his personal study is likely to be a function of the amount of his spare time.

More important is the study of the local large scale map and guide book. Access to a map library helps, and Stanford's of 12 Long Acre,

London W.C.2 are the agents for most large scale maps likely to be needed. The ordinary guide book, together with any pictures of the area that can be obtained, carefully studied, can surely make any geographer pretty familiar with local detail. The main travel bureau of the country to be visited can supply much information, and purchase from them of the current time-tables permits much detailed planning. For a few shillings, for example, details of the whole of the Swiss public transport services can be obtained. On the basis of this study a plan for the day-to-day work during the field course can be made, and this will be considered later.

The supply of maps and other items of equipment comes next. Each pupil should have a copy of the large scale map of the district, and this can be a charge on party funds. Geological maps and maps on a smaller scale to show the local setting are also useful. From these can be prepared—by the pupils, under guidance—a number of maps to be used for recording data in the field. Working facilities for tracing and duplication are unlikely to be available at the foreign centre.

Most useful are tracings of the drainage system of the area. These can be posted in the working room at the field centre, and are particularly useful for the collation of separate items of information brought in during the course of study. Land forms are conveniently so handled; individual items observed by the pupils, such as alluvial flats, terraces, gorges, and so on, when assembled on the map begin to produce a coherent picture of the pattern of the physical features, and may even lay the foundations of a later interest in geomorphology. Human features can be recorded on others, and whether separate maps are needed for population, agriculture and industry will depend upon the nature of the area. For these, a base map of the road pattern may be preferred.

It is worth producing in quantity one or two simple maps on as large a scale as possible for basic recording in the field. This must be done by the teacher and intelligent guesswork. He must spot in advance places which lend themselves to local detailed study—a part of a valley, a view from a hill—and draw a base map of selected contours and perhaps main roads. On this pupils can record further items of geographical significance.

A supply of duplicated field sketches is also useful for field recording. These are best prepared from picture postcard views, if available. Scenes from good viewpoints are often to be found in the guide books. A tracing of the main lines of the landscape can be duplicated,

and such sketches in the field help both the identification of landscape features and the recording of additional material.

A prepared vocabulary sheet is useful. The commonest languages encountered will be French and German, and valuable language practice can be gained. The teacher should prepare phrases and a technical vocabulary, with the assistance of the modern languages staff. The types of plants and crops likely to be encountered, names of rocks in simple terms, industrial products, and names of local officials are those which experience has shown to be commonly required. How many? What is this? May I come in? and a selection of politenesses are worth including. Once started off in this way, youngsters thoroughly enjoy their attempts at communication.

To supply some form of map of the journey to each pupil is now standard practice and a time schedule can be incorporated. For an interesting journey overseas, one should attempt to direct to the landscape as much attention as seems reasonable. The basic route map goes far towards this. Children will not work solidly all the time, but opportunity for specific 'train-window work' should be given at key points. The first impacts of the flat Belgian landscape, the density of shipping at the approach to The Hook, and the crowded transport of the Rhine gorge, are tactical occasions when by printed questions or *pro-formae* written records may be made. A sample count over one minute of fields of a given crop may prove useful during a monotonous stretch. There are many varieties of this type of work. The chief advice is not to overdo it.

Other items of equipment will be those required for any field trip, and will be selected according to the teacher's own tastes. The soil auger, a botany handbook, map-board or case, coloured pencils, graph and tracing paper, and a simple level should be remembered.

This is not the place for a description of the general preparation required within the school. A few vital points are summarized. Parents should be kept fully informed, particularly that pupils at times will be working independently in groups. A detailed set of administrative instructions about clothing, food, equipment, passport requirements, foreign exchange, journey times, and meeting points should be provided. Some teachers would advise medical insurance for all members of the party.

The leader should cover himself against the risk of claims by parents. The legal responsibility of the teacher is a special subject, but membership of most professional associations gives cover, and they can be consulted for details. The local Education Authority's

regulations on school parties should also be studied. These can vary considerably from area to area.

Planning the programme

The success of the whole excursion depends upon the quality of the programme and of the teacher. A great deal can be planned from the map at home, subject to local modifications found to be necessary on the spot, and this planning is an exercise in applied geography which most teachers will enjoy. The following principles are offered.

1. There should be balance between teacher-conducted excursions and group-work days when pupils have set tasks under their own leaders. This assumes that youngsters over sixteen years are capable of acting sensibly on their own. To deny them independence and responsibility is to ignore fundamental psychology.

2. There should be balance between a fairly detailed study of the immediate area (that within walking distance) and a broader view of the wider environment.

3. All aspects of the geography of the region should be considered. In addition to general-purpose walking excursions, there should be opportunity for specialist studies of agriculture, settlement, physical features and the like. This includes visits to any special items locally available—mine, hydro-electricity scheme, limestone caves, docks.

4. If funds permit, one fairly long coach trip, towards the end of the period, should be used to put the locality studied in its regional setting.

The ideal programme offers variety and ample scope for individual work.

The wise teacher will also have, in his own mind, some plan for all the pupils' waking hours. There will be some study in the evenings, provided there is a room available. Those who have seen adolescents working up to late hours at the British field-study centres know how much they are prepared to do once started. There will be also, one hopes, plenty of time for play. A games room or common room, with some facility for entertainment, should be available if possible. Youngsters from day schools are a little lost at first in the evenings and forethought will avoid boredom.

Modification of the planned programme may well be found necessary on arrival, and the leader's first evening is a busy one. The advantage of having two teachers is enormous. While one is leading the party, the other is free to make local arrangements, or to reconnoitre the next excursion. If numbers permit only one, the first excurs-

sions must be led from the map, and an early group-work day will free the teacher to prepare the rest. As biology is the other great field subject, a teacher of this makes a strong addition to the team.

Local contacts in the early part of the trip are also helpful. Some of these can be made previously by letter, and the hotelier is often able to provide addresses. Visits to large concerns can thus be arranged beforehand. The local *syndicat d'initiative*, or its equivalent, should be visited. Local town plans, not available at home, can often be used as the basis of maps for urban survey. The mayor, the priest, and the schoolmaster are almost invariably co-operative, and more than one party has obtained considerable civic hospitality.

Work on return

Any field course should have some follow-up work afterwards. For foreign ones this is particularly important. Field notebooks will have been written up at the time, and there will have been discussion on the spot of the matter studied. Some form of viewing the work as a whole is important, and this synthesis is conveniently made by an exhibition of work shown shortly after the return.

This will be done by the pupils. Their own photographs and picture post-cards will make a substantial contribution. The maps built up during the field course will form centre-pieces. Maps, diagrams and field sketches, preferably those done on the spot, will show detail. There is usually no lack of material, but care should be taken that time is not wasted by unnecessary fair-copying. Additional maps to show the journey and the general setting of the area are useful. The groups which have been following up special interests will, of course, mount their results.

The exhibition will also give an opportunity to the rest of the school for some vicarious field study. For forms studying Europe the use of one or two periods of specific study of the exhibition is justified, provided the work is carefully directed. Aimless looking will be of little value. For other forms, there may be particular items relevant to their current work, and in any case the existence of a field course is brought to their notice. For work purposes the geography room is probably the best place for the exhibition. New large schools often have an exhibition area, which offers greater publicity, if less protection from the vandal.

This section has been mainly on ways and means. Let it not be forgotten that the real heart of the field trip is the actual event. Maps and sketches and notes are but the visible records of various

activities. The lasting value of this kind of work is its permanent impact as an educational experience.

B. S. ROBERSON.

6. Educational Cruises

Since April, 1961, the British India Steam Navigation Company Limited, One, Aldgate, London, E.C.3 have been arranging educational cruises in m.s. *Dunera* (12,620 tons) to a wide variety of ports in N.W. Europe, the Baltic, the Mediterranean and N.W. Africa. Cruises vary between ten and fifteen days in duration and the cost per child between £30 and £45, depending on the itinerary. Broadly speaking, Hellenic and other Mediterranean cruises take place in the spring and late autumn. In 1962 *Dunera* was joined by a sister ship *Devonia* (12,800 tons).

Each ship carries 834 children in dormitories and one Party Leader for every fifteen children is carried free in cabin accommodation. The bulk of children taken have been of secondary age, but from 1964 some cruises are to be confined exclusively to Junior Schools. A full educational programme is arranged while the ship is at sea by a permanent Director of Education, who is assisted by a small staff. They give preparatory lectures in the assembly hall, there are facilities for deck games and other recreational activities, and Party Leaders are allotted classrooms for work with their own parties. Conducted shore excursions are arranged at each port, cost being included in the fare.

7. Weather and Climate

THE WEATHER STATION

Every attempt should be made by teachers to maintain a weather station, however limited its scope, for its records will add an essential reality to otherwise rather barren physical principles and climatological records. The observations can also be used as a starting point for instruction in atmospheric processes. Every attempt should be made to maintain interest in the readings by their profitable use. Correlations with the *Daily Weather Report* or an exchange of readings between schools engaged in a detailed local investigation such as the London Climatological Survey organized by the Geography Department of University College, London, or between stations in parts of the country with contrasted climates, will enhance the value of the observations and add a useful purposefulness and a

realization of the necessity for the maintenance of complete and accurate records.

The cost of the station can be kept to reasonable proportions by making the thermometer screen in the school workshop where there is also ample opportunity for the construction of useful instruments beyond the standard thermometers and rain-gauge. A number of ingenious instruments have been described in various issues of *Weather*, published by the Royal Meteorological Society, 49 Cromwell Road, London, S.W.7. This same Society has also sponsored a pair of filmstrips, with full teaching notes, called *Running a School Weather Station*. Part A deals with instruments and observation and Part B with field and laboratory experiments. Anyone who takes the matter seriously should also consult the *Observer's Handbook* published by H.M.S.O. It is worth noting that the Meteorological Office is anxious to co-operate with and receive readings from school stations which reach their high standards of accuracy and continuity.

Teachers who have not yet established a weather station, however, may like to obtain a copy of M.O. Leaflet No. 5, *Taking Weather Observations*, published by and obtainable free from the Meteorological Office, London Road, Bracknell, Berkshire. This memorandum is indispensable and contains practical advice on the following matters:

1. Layout of a meteorological station (with detailed plan of placing of instruments).
2. Brief descriptions of instruments.
3. Hours of observation.
4. Supply of instruments. The Meteorological Office sells instruments at special rates to co-operating observers.
5. Books of instructions.

The staff of the Meteorological Office are prepared to give help. Details may be obtained from the Meteorological Office, Bracknell, or at 26 Palmerston Place, Edinburgh, 12, and Tyrone House, Ormeau Avenue, Belfast, 2, for Scotland and Northern Ireland. Weather centres have been opened at London, Manchester, Glasgow and Southampton.

PUBLICATIONS OF THE METEOROLOGICAL OFFICE

Publications, etc., are shown in H.M. Stationery Office Sectional List No. 37 and are obtainable from H.M. Stationery Office, York House, Kingsway, London, W.C.2, 423 Oxford Street, London, W.1, and

P.O. Box 569, London, S.E.1 (unless otherwise stated), or through any bookseller.

Stevenson Thermometer Screen: Instructions for Making, M.O. 670. 1s. 3d. Postage 3d.

Rules for Rainfall Observers. M.O. Leaflet No. 6. Post free from the Meteorological Office, Bracknell.

This pamphlet contains practical information on the siting of the rain gauge, hour of observation, reading the rain measure, snow; also the selection of the rain gauge and its management.

Form for entry of Daily Rainfall in Inches for One Year. Form 1090. 3d.¹ Postage 3d.

Meteorological Diagram Register for one year. Form 1121. 4s. 6d.¹ Postage 4d.

Diagram to show Daily Values of Sunshine, Winds, Pressure, Temperature, Rainfall, and Weather, for One Week. Form 3096. 4d. Postage 3d. 4s.¹ per doz. Postage 5d.

Cloud Types for Observers. M.O. 716. 8s. Postage 7d.

Designed for outdoor use as well as indoor use, this book contains 37 photographs with descriptive notes of the main types of clouds. Diagrams and coding instructions (approved by the World Meteorological Organization) are included.

A Course in Elementary Meteorology. M.O. 707. 189 pp. 1962. 17s. 6d. Postage 1s.

An introductory textbook of theoretical meteorology for the weather observer.

Meteorological Glossary. M.O. 225 ii. 254 pp. 3rd edition 1939. 21s. Postage 1s. 2d. 4th edition in the press.

An indispensable book for the study of British weather. It is an elementary introduction to modern meteorological science and its sample maps of types of weather are invaluable.

Observer's Handbook. M.O. 554. 1962. 21s. Postage 1s. 4d.

A standard work of instructions in the exposure of meteorological instruments and in the making of weather observations, both instrumental and non-instrumental, at all types of stations.

Weather Map. An Introduction to Weather Forecasting. M.O. 595. 106 pp. 4th edition, 1956. 12s. 6d. Postage 11d.

Instructions for the Preparation of Weather Maps, with Tables of the Specifications and Symbols. M.O. 515. 3rd edition 1959. 3s. 6d. Postage 4d.

Tables of Temperature, Relative Humidity and Precipitation for the Exclusive of purchase tax.

World. M.O. 617. Pt. I. North America, Greenland and the North Pacific Ocean (1958). 9s. Postage 6d. Pt. II. Central and South America, the West Indies and Bermuda (1958). 6s. Postage 11d. Pt. III. Europe and the Atlantic Ocean north of 35° N. 14s. Postage 1s. Pt. IV. Africa, the Atlantic Ocean south of 35° N. and the Indian Ocean (1958). 20s. Postage 1s. 2d. Pt. V. Asia (1958). 13s. 6d. Postage 7d. Pt. VI. Australasia and South Pacific Ocean, including the corresponding sectors of Antarctica (1958). 7s. Postage 5d. Also bound volume of Pts. I to VI. £4. Postage 2s.

Three-dimensional Weather Map illustrating an Active Depression.
M.O. 657. In the press.

The following M.O. Leaflets are also available free from the Meteorological Office, Bracknell:

M.O. Leaflet No. 1. Current and Forecast Weather.

M.O. Leaflet No. 2. Meteorological Information other than Current Weather Reports and Forecasts.

Your Weather Service. The Meteorological Office and how it can help you. 1955. 3rd edition 1959. 2s. Postage 4d.

A useful introduction.

WEATHER REPORTS

Daily Weather Report. 12½ × 13 in. 4 pp. Subscription rates for schools and colleges: one term, 30s.; three terms, 90s.; full year 112s. 6d. (First term: Wednesday of second week in January to end of week preceding Good Friday. Second term: Wednesday of week following Easter Monday to end of third week in July. Third term: third Wednesday in September to third Wednesday in December). Each report contains:

1. Weather map for the greater part of the northern hemisphere, for the midday of the day previous to the day of issue. (Scale 1:30,000,000).
2. Weather maps of the British Isles and adjacent parts of the Continent for 1800 h. G.M.T. on the previous day and 0000 h. G.M.T. on the day of issue. (Scale 1:20,000,000).
3. Weather map for Western Europe and Eastern Atlantic for 0600 h. G.M.T. on the day of issue. (Scale 1:20,000,000).
4. A statement of the general synoptic development and a forecast for twenty-four hours from midday on the day of issue accompanied by an outlook when conditions are sufficiently definite.
5. Tables of meteorological observations in code form taken at fifty-five stations in the British Isles.

A Monthly Summary, containing tables, diagrams, and notes on the weather of the British Isles during the past month, is issued to subscribers to the *Daily Weather Report* without additional charge. Orders or correspondence relating to the *Daily Weather Report* should be addressed to the Secretary, Meteorological Office, London Road, Bracknell, Berkshire.

OUTLINE MAPS

Outline Map for Plotting Weather of North-Western Europe. Form 2214. Scale 1:10,000,000. 2d. Postage 3d.

Outline Map for Plotting Weather in British Isles. Form 2216. Scale 1:5,000,000. 2d. Postage 3d.

Outline Map for Plotting Weather in British Isles and North-Western Europe. Form 2217. Scale 1:5,000,000. 6d. Postage 3d.

All three maps are most valuable for exercises in drawing isotherms and isohyets and also in the drawing of weather maps from descriptions of synoptic situations.

CLIMATOLOGICAL INFORMATION

Climatic Statistics for the British Isles

Averages of Bright Sunshine for Great Britain and Northern Ireland. 1931-1960. M.O. 734. 1963. 3s. 6d. Postage 4d.

Averages of Temperature for Great Britain and Northern Ireland. 1931-1960. (In degrees Celsius.) M.O. 735. 1963. 4s. Postage 4d.

Averages of Humidity for the British Isles. M.O. 421. 1938 (Reprinted 1962). 3s. 6d. Postage 4d.

Averages of Rainfall for Great Britain and Northern Ireland, 1916-50. M.O. 635. 1958. 4s. 6d. Postage 4d.

Normals of Meteorological Elements for the British Isles. M.O. 236. (Sections I, III, IV and V are out of print.)

Section II. Averages of temperature, rainfall and sunshine—weekly monthly, quarterly, and seasonal—for districts. 9d. Postage 3d.

Atlas

Climatological Atlas of the British Isles. M.O. 488. 1952. Compiled by the Meteorological Office. 140 pp. and 220 maps and diagrams. 52s. 6d. Postage 1s. 8d.

An indispensable atlas arranged in ten sections dealing with pressure, wind, temperature, rainfall, snow, thunder, humidity, sunshine, fog, and visibility and cloud. Each section has an introduction and bibliography. The regional maps are most valuable.

LIBRARY

Photographs, lantern slides and filmstrips on meteorological subjects may be borrowed, under certain circumstances, by members of the public from the Meteorological Office Library. Applications should be addressed to the Meteorological Office Library, London Road, Bracknell, Berkshire. A number of photographs, lantern slides and

filmstrips are also held by the Royal Meteorological Society, 49 Cromwell Road, London, S.W.7, and may be borrowed by members of the Society. Films on meteorological subjects may be hired from the R.A.F. Cinema Corporation, Africa House, Kingsway, London, W.C.2.

T. J. CHANDLER.

B. W. ATKINSON.

SECTION III

INDOOR GEOGRAPHY

1. The Geography Room

When designing a room for a particular purpose it is usual to study the functions it is to serve and discover what demands they make upon the space and shape of the room, so that it may be planned to allow pupils to work conveniently and economically. A geography room is possibly best considered on the basis of the needs of one pupil.

Practical tests show that in order to accommodate the usual study books, an atlas and a notebook, the desk or table-top needs to be about 2 by 3 ft. in size. Consider also the needs of a pupil studying an Ordnance Survey map and using a textbook and a notebook, and it will be seen that an area of about 3 by 3 ft. is required. To give freedom of movement around the table, we must allow each pupil an area of six feet square, i.e. 36 sq. ft. On this basis, thirty pupils will require an area of 30×36 ft. = 1,080 square ft.

Making a reasonable compromise, it is possible to allow one table of $4\frac{1}{2} \times 2\frac{1}{2}$ ft. to each pair of pupils. Adding space for gangways and chairs, each pair will take up an area of 6×4 ft. = 24 sq. ft. Thus thirty pupils would require 15×24 ft. = 360 sq. ft., and a class of forty would need 480 sq. ft. This area is necessary for the kind of work which the pupils can do seated at a table and making only limited movement about the room. For this reason it is referred to on Figs. 1 and 2 as the 'class seated area'.

Consider now the requirements of the teacher. Generally, the teacher will need free access to the wall at the front of the class in order to reach the blackboard in comfort, and enough room for a large demonstration table or administration desk. The space at the front of the class may be called the 'teaching area'. Here, too, it will be convenient to hang the globes, spring-mounted wall maps and map battens, and it is often the best place to keep the specimen display cabinets, tracing tables and map chest, all of which will be in constant daily use by the teacher. In general, the first row of the class should be about 10 ft. from the front wall. If this space is reduced,

those pupils seated near the side walls will have difficulty in seeing what is on the blackboard.

The teacher will also wish to have gangways down the sides of the room so that pupils can study maps and other illustrative material displayed on the walls. The addition of narrow gangways to the width of the room and teaching space allowed in front of the 'class seated area' brings the area of the room to 24×34 ft. = 816 sq. ft.

So far the calculations have been based on a seated class doing work of an academic nature, from maps, books, and such material. But in the teaching of geography we need to use models in a wide variety of materials, a sand tray, films, filmstrips, the epidiascope, elementary survey instruments and a very wide range of illustrative materials. For the modelling, a work-bench is required so that all the necessary work can be done without risk of damaging the tops of the tables which are used for normal book study. The sand tray, which is very useful when studying physical geography and map-reading, needs to be at least 4 ft. square. It should be possible to use the epidiascope without moving the furniture each time it is required. There is need, therefore, for a space at the back of the room, or maybe along one side in a large bay window or alcove set aside for this purpose, in which all this kind of work and apparatus can be kept ready for instant use. This area would add an extra ten feet to the rectangular room, giving a total area of 44×24 ft. = 1,056 sq. ft. This would appear to be the minimum size for a geography room. In practice it is often reduced to 1,000 sq. ft., but this is a retrograde step, limiting freedom of movement, especially when group or individual work is in progress.

Where the geography room is of minimum size it is most important that there should be an adjacent store of at least 200 sq. ft. in area. In some new grammar schools where the room is only 960 sq. ft., the problem of space has been solved by having a large store and also a small study room attached to the geography room. In secondary modern schools it is better to give a bigger room of 1,350 sq. ft., so that large models made during project work can be accommodated in the room. The work-bench, demonstration bench, display cabinets, etc., can be fitted with cupboards and drawers, and wall maps can be mounted on spring rollers at each side of the blackboard, but a store will still be required for the rest of the books, apparatus and materials needed by the teacher and the pupils.

Other important considerations are the position of the geography

room in the school building, the functions of the walls, and, finally, the detailed design of the furniture and equipment.

Position

Geography deals with the world. We can describe or explain many of the fundamentals of geography—day and night, the seasons, major climatic regions, world wind systems, climate and weather—only by reference to the movements of the earth around the sun. It is of great advantage, therefore, if it is possible to observe the apparent movement of the sun from within the room and to refer to the position of the sun at any time during the day. This can be done if the geography room has one or more windows facing south. No other subject has this particular need and in consequence it is often forgotten when planning the layout of a new school.

The other factor which should influence the position of the room is the need to be able to make weather observations. Most conveniently the room should have a door or window opening on to the grounds so that the school weather station can be both seen and reached directly from the room. If the geography room must be on the first floor, then access might be given to a flat roof on which the instruments can be sited.

The Walls of the Room

Planners are realizing more fully the need for the walls of a classroom to be made of such a material that illustrations can be pinned up anywhere. In the geography room it is vital that as much wall display space as possible is made available. This can best be done by covering the walls with wallboard in large panels.

The blackboard should be large so that good-sized sketch maps may be drawn. Many teachers prefer a blackboard the full width of the room and about four feet between top and bottom.

Furniture and Equipment

Only a brief list¹ can be given here to indicate the essentials in a well-designed and furnished room:

Flat-topped tables $4\frac{1}{2} \times 2\frac{1}{2}$ ft., no grooves or hollows, shallow drawers for spare books.

A large administration table or demonstration bench for the

¹ A more detailed discussion of the problem, with plans and photographs, is contained in P. R. Heaton, *The Geography Room in a Secondary School*, Geographical Association, 1954. At present out of print. New edition may be available in 1965.

teacher. It may be fitted with map drawers and tracing table as required.

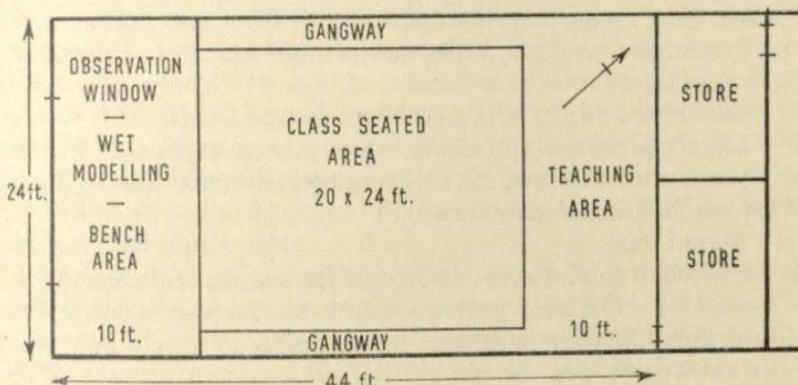


FIG. 1

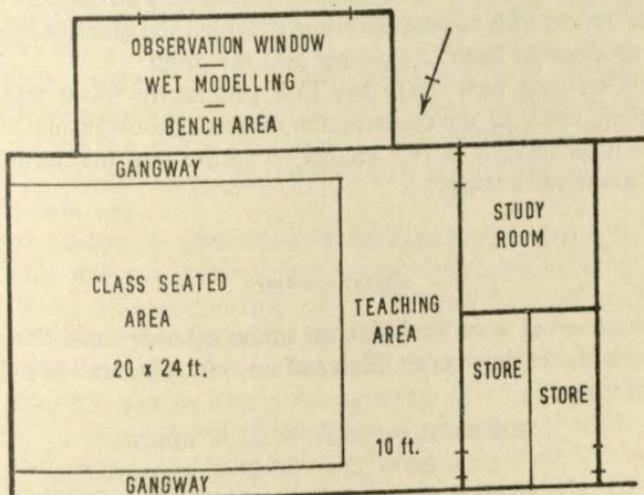


FIG. 2

Suggested layouts of geography rooms. The alcove in Fig. 2 could be added to an existing room to give it the extra area needed for this type of practical work.

Map battens raised and lowered by cords over pulleys. Bulldog clips attached to hold the maps.

Physical globe and 'slate surface' globe, with counterweight suspension, hung about five feet from the front and side walls.

Tracing tables and/or display cabinet tops which can be used as tracing tables.

Illuminated display tops to cabinets for specimens.

Library cupboard with sliding doors, storage cupboard as base.

Workbench with gas, electricity and water outlets and facilities for wet modelling incorporated.

A sand tray.

Projection equipment including an epidiascope, permanently in the room, a film strip projector and a 16-mm. sound/silent film projector. Correctly positioned power points to supply power to the three projectors.

Pilot light with switches at front and rear of room.

Good blackout for epidiascope work when a really dark room is essential.

If these and other items are drawn to scale in plan and elevation the architect or planner will welcome the teacher's advice and appreciate the opportunity to create a room in which the greatest efficiency can be attained by both the teacher and the pupil.

It is some time now since the first geography room was built in England, but with the construction of new schools in many areas, teachers of geography have a chance to ensure that the needs of the subject are made known.

ADDENDUM

Since these notes were first written many schools have been built with room dimensions as multiples of an 8 ft. 3 in. wall panel. This gives rooms of:

$$612 \text{ sq. ft.} = 25 \text{ ft.} \times 25 \text{ ft. approx.}$$

$$816 \text{ sq. ft.} = 25 \text{ ft.} \times 33 \text{ ft. approx.}$$

$$1020 \text{ sq. ft.} = 25 \text{ ft.} \times 41 \text{ ft. approx.}$$

It follows that an increase in room size nearly always means that it becomes increasingly long and narrow. If, however, it can be arranged for the room to be at the end of the corridor then the room may be made wider by taking into it the width of the corridor.

The 'cost per pupil' system has also meant that very few authorities can afford to have many rooms of 1,020 sq. ft. in the one building. The obvious demands for such rooms for handicraft, etc., make it all the more important that the claims for a room of equal size for geography must be impressed upon the authorities at a very early stage. This can best be done by producing detailed floor plans showing to scale all the necessary fittings and furniture which have to be put into the room if it is adequately to serve its true function. If a room of 1,020 sq. ft. cannot be allocated to geography and a room of 816 sq. ft. has to be accepted, then an adjacent store becomes of even greater importance.

The 'freezing' of the width of the room at 25 ft. approximately suggests certain variations in seating arrangements or table size. To maintain a table size of $4\frac{1}{2} \times 2\frac{1}{2}$ ft. means that unless the tables are pushed together in pairs there is not enough width for the pupils to sit facing an end wall.

This means that there is no room at each side for other fittings and not much room for pupils to study anything on the side walls. In a room of 816 sq. ft., nine feet of space is left at the front of the room for the teaching area, which is barely sufficient.

In such cases the only thing one can do is to reduce the size of the classes so that only 15 tables are required or reduce the size of the tables.

A fairly standard size of tables is $3\frac{1}{2} \times 2$ ft. It allows a little more working space for two pupils in the junior school than two single desks. At the top end of the school classes will have to be such that each pupil can have a separate desk if they are to have sufficient room for private study.

The reduction in table size is a retrograde step, but with twenty such tables and space for gangways and chairs, the area needed for the class seated area becomes about 20×20 ft. = 400 sq. ft. This allows of an adequate gangway down each side of the room together with display cabinets, etc., at least down one side of the room.

In looking at new rooms it is obvious that those who plan them are still not convinced that the teacher of geography needs certain fittings which are not so necessary to the teacher of other subjects. In many cases blackboards are far too small and prevent the teacher from making maps of the size which can be seen clearly by all the class. The absence of a sink with hot and cold water shows that the planners are not aware of the amount of painting and modelling done and the amount of hand washing necessary in a room where

geography is properly taught. To obtain a clear wash of colour on a map, to keep work clean and free from finger smudges, it is very necessary that pupils should have immediate access to water and washing facilities.

The next important omission is that of pin-up space. At least one large panel is necessary where all the class can see it. The best place is at the front of the room, or down one side. In one room the area available has been trebled by the fitting of flush doors at intervals down the side of the room on projecting hinges. They can thus lie flat against the wall showing either side, or can be propped by catches at right angles to the wall to form bays in which separate displays can be mounted.

The last paragraph of the original notes can now be amended and we can say that many teachers of geography have taken the chance to insure that the needs of the subject are known and in all such cases the teaching conditions have been very much improved.

P. R. HEATON.

2. Atlases

Atlases are indispensable tools for the study of geography and children must learn to use them with increasing skill. It would certainly be rash to make any categorical statement about the age at which children first need an atlas, but freedom of movement over the globe and interesting travel programmes on radio and television are stimulating young children to ask questions about the relative positions of other countries to their own. Such exploration should start with the globe, but soon more detailed information is required and many children delight in the possession of an atlas before they enter the Junior school.

This makes it all the more important to recognize that children need to be taught how to use this reference material. Maps are a highly abstract presentation of a certain kind of geographical information, and as scale decreases the generalizations increase. If the regular use of an atlas goes hand-in-hand with experience of local large-scale maps children will begin to appreciate what atlas maps can and cannot do. A sequence of maps of the home area on decreasing scales will demonstrate how increasing pressure on space enforces selection of what can be shown, causing familiar detail to disappear. The progression from such maps to maps of the whole country as they appear on a small page needs to be carefully worked out with particular

emphasis on the recognition of shape, the interpretation of symbols and the significance of scale.

The provision of sets of atlases calls for considerable care and thought, since they are costly but at the same time very rapidly out-dated. It is perhaps worth bearing in mind that an atlas is by definition a collection of maps. In an atlas prepared for primary levels of study the pages are often few and small: if part of this limited page-area is occupied by illustration and letterpress there must be some reduction in the provision of maps. There is far from unanimity amongst teachers of geography concerning the content of atlases for any specified age-range, but it might be worth considering the following points when assessing the suitability of a particular atlas.

1. Are the maps clear and simple or complicated by unwanted information?
2. Is the atlas consistent in the use of symbols and colour-schemes so that children can quickly become accustomed to the style of mapping?
3. Are the maps of the world on suitable projections for the age and ability of the classes using them?
4. Are the maps of different parts of a continent related in scale so that it is possible to study adjacent areas without having to make confusing adjustments?
5. Are the most frequently taught countries well covered?
6. Are place-names clearly legible as a result of good spacing and well-chosen type?
7. Is there a *significant* use of colour?
8. Is there an adequate gazetteer?

Older children in junior schools and those in secondary schools benefit considerably from the use of good advanced atlases for reference purposes. Because in such atlases the pages are larger and more numerous, the maps are more detailed and many more places can be identified. The availability of such an atlas in the library may foster spontaneous interest in what the maps can show, besides raising useful issues related to scale.

As children become more aware of the constant need to refer to atlases and more adept at doing so, atlas maps become an integral part of their work in geography. Lessons may demand the use of atlases at any time and it is therefore essential that they should always be ready to hand and most desirable that each child should have one for his own use. Only thus can the knowledge of map-reading techniques gained in geography lessons be extended to background work

in other subjects. But the atlas alone will never provide a basis for all the map study which is necessary in any course of school geography: it must continually be supplemented by the use of large-scale maps, wall maps and the globe.

I. V. YOUNG.

LIST

The Advanced Modern School Atlas. MATHESON, C., AND KERMACK, W.R. (Ed.). Johnston and Bacon. 64 pp. $10\frac{7}{8} \times 8\frac{1}{4}$ in. 1961. 8s.

A carefully produced and effective atlas. Local maps are available at an extra cost of 2d. or 4d.

Atlas Général Larousse. Harrap. 456 pp. $11\frac{3}{4} \times 8$ in. £8. 10s.

With 72 full or double-page maps in six colours and hundreds of maps in two colours (physical, political, human, economic and historical), 183 city plans, gazetteer of 55,000 names, 250 statistical tables, 30 commentaries on the historical maps.

The Atlas of Britain and Northern Ireland. Planned and directed by D. P. Bickmore and M. A. Shaw. Prepared by the Cartographic Department of the Clarendon Press. O.U.P. 236 pp. $20\frac{1}{2} \times 15\frac{1}{2}$ in. 1963. 25 guineas.

This attempts to do for the United Kingdom what has been achieved by the National Atlases of other countries. A great deal of research has gone into its compilation. Most of the maps are at one of two scales, 1:2M. or 1:1M. In addition there is a series of larger-scale reference maps at 1:500,000. The Atlas includes an Introduction, a 24-page Gazetteer, and Notes. The 200 pages of maps, some in twelve colours, cover relief, geology, structure, glaciation, sea and coast, climate, river flow, water balance, water supplies, soils, vegetation, forestry, agriculture, fisheries, industries (54 pp.), demography, railway traffic, road traffic, shipping and world trade as well as other topics.

Atlas of Central Europe. Prepared by the Bertelsmann Cartographical Institute, Gütersloh, West Germany. Murray. 52 pp. 1963. 42s.

There is a Foreword by Dr. K. A. Sinnhuber. This German atlas is a collection of reasonably large-scale maps (almost all at 1:1 M.) of Central Europe, showing relief in colour. All the place names are in German, but there is a Glossary of German Geographical Terms.

E.R.G.

Bacon's Junior School Atlas. Johnston and Bacon. 32 pp. $10 \times 7\frac{1}{2}$ in. 1960. Manila covers 2s. 9d., lineline covers 3s. 3d.

Carefully graded maps; inset maps and illustrations. Local editions with contoured district maps available for 2d. or 4d. extra.

BARTHOLOMEW, J. *Advanced Atlas of Modern Geography.* Oliver and Boyd. 159 pp. 15×10 in. 1962 (6th edition). 30s.

A sound atlas for reference and sixth-form work. Each continent is treated as a whole for various important aspects of geography, and then sub-divided to treat many countries in detail on a reasonably large scale. The orographical colour is good. Roads and railways are mapped.

BARTHOLOMEW, J. (Ed.). *Comparative Atlas.* Oliver and Boyd. 112 pp. $11\frac{1}{2} \times 8\frac{1}{4}$ in. 1961 (46th edition). 10s. 6d.

World maps, on new and interrupted projections in some cases, show physical features, geology, land use, soil, climate, vegetation and population. A comprehensive set of maps of the British Isles includes useful details of South Lancashire, the West Riding and London. There are physical and political maps of countries and areas of continents. An additional end supplement deals with comparative vegetation, with climatic and economic maps of the world showing the distribution of commodities.

BARTHOLOMEW, J. (Ed.). *Intermediate School Atlas*. Oliver and Boyd. 48 pp. $11\frac{1}{2} \times 8\frac{1}{2}$ in. 1960 (10th edition). 5s. limp, 6s. boards. Eight climatic and economic maps of the British Isles are followed by maps of London and south-east England, physical and political maps of the British Isles, continents and various countries, and finally world maps.

BARTHOLOMEW, J. G. AND HERBERTSON, A. J. *Atlas of Meteorology*. Bartholomew. 54 pp. 1899. 18×12 in. £6. 6s.

A standard atlas containing over 400 climatic maps. Its introductory description of the construction of climatic maps is useful.

BARTHOLOMEW'S ATLASES. *The Compact Atlas of the World*. 4th edition 1957. $6\frac{1}{2} \times 4\frac{1}{2}$ in. 180 pp. 8s. 6d. *The Edinburgh World Atlas of Modern Geography*. 5th edition 1963. 15×10 in. 168 pp. 36s. *The Graphic Atlas of the World*. 11th edition 1960. $10\frac{1}{2} \times 7\frac{1}{2}$ in. 184 pp. 15s. *Pocket World Atlas*. 1963. $5\frac{1}{2} \times 4$ in. 128 pp. maps and 32 pp. gazetteer. 5s. *Reference Atlas of Greater London*. 12th edition 1963. $9\frac{1}{4} \times 6$ in. 645 pp. 50s. *Road Atlas of Great Britain*. 16th edition 1963. $10 \times 7\frac{1}{2}$ in. 104 pp. 15s. *Roadmaster Motoring Atlas of Great Britain*. 2nd edition 1960. $9\frac{1}{2} \times 7\frac{1}{2}$ in. 72 pp. 7s. 6d.

Cassell's New Atlas. Cassell. 130 pp. of maps and 104 pp. of gazetteer $13\frac{1}{4} \times 9\frac{1}{4}$ in. 1961. £5 5s.

Besides the usual physical and political maps there are numerous economic maps and statistical diagrams.

The Clarion Atlas. Collins-Longmans Atlases. 64 pp. 1960 (7th edition). 4s.

A useful atlas including maps of the world, Great Britain, Europe and the Americas, with the other continents treated in somewhat less detail. The colour is good, similar to that of the *Study Atlas*, from which book a number of the maps are reproduced. There are sixteen pages of text.

Climatological Atlas of the British Isles. Meteorological Office. (See p. 84).

Collins British Isles and World Atlas. 28 pp. $8\frac{1}{2} \times 7$ in. 1961. 1s. 9d. Thirteen pages are devoted to maps of the British Isles. The rest of the world is covered on a continental scale. An edition with an extra 4 pp. devoted to Scottish maps costs 2s. 3d.

Collins Large Clear School Atlas (Scottish edition). Collins. 52 pp. maps and 20 pp. index. 1958. 3s. 3d. [Continued overleaf.]

This is the Scottish edition of Collins Clear School Atlas. Four pages of maps of Scotland have been added and maps are in full colour.

Collins Large New Clear School Atlas. Collins. 48 pp. of maps and 16 pp. index. 1962. 2s. 9d.

This is a useful collection of maps, printed in colour. The value of the atlas is slightly lessened by its small size ($8\frac{1}{2} \times 7$ in.). In spite of this maps of three industrial areas are drawn to the scale of 1:1,000,000.

Collins Pocket Atlas (School edition). 160 pp. $7\frac{1}{4} \times 4\frac{1}{2}$ in. 1963. 4s. 6d.

96 pp. of four-colour physical and political maps, 16 pp. of two-colour social and economic maps. Fully indexed.

Commercial Course Atlas. FULLARD, H. (Ed.). Philip. 90 pp. plus index. 11 \times 9 in. 1963. 12s. 6d.

To the plates and index of the New School Atlas (see page 98) there has been added a twenty-four-page section of economic maps showing the world distribution of products; the trade of principal countries; minerals and industry; transport and communications; land use and agriculture.

Concise Oxford Atlas. O.U.P. 120 pp. and gazetteer. 10 \times 7 $\frac{1}{2}$ in. 1958, revised and reprinted 1961. 35s.

A concise version rather than an abridgement of the Oxford Atlas.

Concise Oxford Atlas of the British Isles. O.U.P. 40 pp. 10 \times 7 $\frac{1}{2}$ in. 1962. 6s.

This atlas is made up of those pages of the maps and gazetteer in the Concise Oxford Atlas which deal with the British Isles.

DAVIES, MARGARET. *Wales in Maps.* University of Wales Press. New edition. 10s. 6d.

An atlas of Wales containing 98 maps with explanatory text on facing pages.

DOLLFUS, JEAN. *Atlas of Western Europe.* Murray. 48 pp. 1963. 32s. 6d.

The emphasis is on the unity of Western Europe, including the British Isles (political boundaries are omitted on the relief maps). The maps, twenty-four of which are in four colours, illustrate such aspects as geology, mineral deposits, demographic developments, present-day populations and their chief occupations, energy, communications, industrial and agricultural productivity, the evolution of property and of education. Each map is accompanied by a commentary and there is a section of photographs and a glossary of proper names. E.R.G.

Elementary Atlas. FULLARD, H. (Ed.). Philip. 40 pp. plus index (101st edition). 1964. Lineline covers 5s. 6d.

Climatic, vegetation, population, orographical and political maps, not overcrowded with names and with useful relationships between scales.

Local supplements are issued for various areas in the British Isles. They can be obtained separately or bound with the atlas, price 1s. to 1s. 3d. each.

Faber Atlas. Faber. 154 pp. and index. 12 × 8½ in. 1956, revised edition 1961. 39s. 6d.

A good atlas with exceptionally clear maps. Relief is shown by a successful combination of layer colouring and hill shading. For parts of Great Britain and Europe there are regional maps on a scale of 1:200,000. Besides the topographical maps others are devoted to climate, industries, geology, land use, soil etc. A series of town plans is included. There is a group of world maps devoted to economic resources.

Faber School Atlas. Faber. 48 pp. and index. 12 × 8½ in. 1963. 13s. 6d.

A clear atlas printed in 12 colours. Continents and regions are covered on a physical basis, with a special section on the British Isles. Economic and land-use maps of the continents are included; also two aerial photographs with accompanying large-scale maps. The end-papers have two diagrams designed to relate world population and world area on a national basis.

First Venture Atlas. FULLARD, H. (Ed.). Philip. 24 pp. with index. 8½ × 7½ in. 1963. 3s.

A new and colourful primary school atlas demonstrating the purposeful use of maps. It combines contouring with three-dimensional relief and each map is accompanied by coloured pictures and useful questions which have a direct bearing on it.

Harrap's 3-D Junior Atlas. DEBENHAM, F. (Ed.). Harrap. 30 pp. 11½ × 8 in. 3rd edition 1963. 8s. 6d.

The special feature of this atlas is the vivid yet accurate three-dimensional representation of relief. It has been carefully related to the needs of the pupils for whom it is designed, particularly for those in primary schools.

HUMLUM, J. Atlas of Economic Geography. Oliver and Boyd. 127 pp. 1955. Limp 7s. 6d. Boards 15s.

This atlas shows economic facts by means of proportional circles. In addition to the world maps, a large number of insets and large-scale maps are included. There are also fifty-one diagrams of climatic and historical material. There is a text in five languages.

Junior School Atlas for Southern Africa. FULLARD, H. (Ed.) Philip. 39 pp. 1959. 3s. 3d.

Library Atlas. FULLARD, H. AND DARBY, H. C. (Ed.). Philip. 320 pp. 11 × 9 in. 1962. 52s. 6d.

The 176 pages of physical reference maps contained in this atlas are identical with those in the University Atlas (see page 101), and to these have been added 32 pages of economic maps, all in colour. The 24 pages of preliminaries include 252 climate graphs from selected stations throughout the world and there is an 88 page index.

Middle East and North Africa. Oxford Regional Economic Atlases. 128 pp. and gazetteer. 10 × 7½ in. 1960. 50s.

A useful series of economic maps. See under Oxford Regional Economic Atlases p. 99.

Modern Aspect Atlas. WHEATON. 80 pp. 10½ × 8 in. 1963. Quarter Bound 7s. Full Cloth Board 8s. 6d. Library edition 10s. 6d.

This is an up-to-date and well-produced atlas. It is a very useful reference book covering a wide range, physical, climatic, economic and political material. Printing is adequate and the colour-printing is well conceived and produced. There are 69 pages of illustrations and maps.

Modern College Atlas for Africa. FULLARD, H. (Ed.) Philip. 176 pp. 1961. 14s. 6d.

Modern School Atlas. FULLARD, H. (Ed.). Philip. 136 pp. 1964. 11s. 6d.

A detailed atlas, capable of much sound use, particularly with senior pupils. Coloured plates contain 185 maps and diagrams, including climatic graphs. There is a large index. Local supplements are available for certain areas of the British Isles at an extra cost of 1s. to 1s. 3d.

The Modern School Atlas. Johnston and Bacon. 40 pp. with index. $10\frac{1}{2} \times 8\frac{1}{4}$ in. 1961. Limp linson, 5s. 9d.; paper boards, 5s. 9d. Local editions, with local map coloured to show relief: South-west England, The Clyde Basin, Inverness-shire (2d. extra); London and Home Counties, Lancashire, Durham, West Riding of Yorkshire, Wales, Staffordshire (4d. extra).

A useful atlas which includes economic maps.

My First Atlas. Johnston and Bacon. 24 pp. $9\frac{3}{4} \times 7\frac{1}{2}$ in. 1961. 3s.

An introduction to maps by means of pictures of the home and school locality. Simple relief and political maps of the British Isles are followed by world maps surrounded by pictures of typical peoples and products. Available also in a Welsh edition.

My Second Atlas. Johnston and Bacon. 64 pp. with index. $10\frac{1}{2} \times 8\frac{1}{4}$ in. 1961. 7s.

Designed mainly for use with Secondary Modern Schools; includes sixteen pages of 'visual relief' maps. Local editions with contoured district maps available for 2d. or 4d. extra.

New Age Atlas for West Africa. FULLARD, H. (Ed.). Philip. 32 pp. plus index. 1964. 3s. 9d.

Nearly half the maps are devoted to W. Africa. These are detailed and well produced. They include climate and economic maps. The rest of the world is covered. It is designed for W. African schools but it is useful for teachers of geography in this country especially for the climatic and economic maps.

The New Era School Atlas. Johnston and Bacon. 32 pp. with index. $10 \times 7\frac{1}{2}$ in. Limp linson, 3s.; manila, 2s. 6d.; manila with cloth back, 2s. 8d. Local editions: Inverness-shire, The Clyde Basin, South-west England (2d. extra); London and Home Counties, Lancashire, Durham, West Riding of Yorkshire, Wales, Staffordshire (4d. extra). A useful atlas, clear and effective.

New School Atlas. FULLARD, H. (Ed.). Philip. 96 pp. 1964 (1st pub. 1909). 9s.

Political maps of the continents and important countries are placed opposite

orographically coloured maps of the same areas, followed by detailed maps of particular regions. The book contains over 100 maps and diagrams and a comprehensive index. Local supplements are available for certain areas of the British Isles at an extra cost of 1s. to 1s. 3d.

Nouvel Atlas Général. Harrap (Bordas). 176 pp. 12½ × 8½ in. 1962. 42s.

Includes 252 maps in full colour covering both physical and economic geography. There are 35 pp. devoted to France.

The Oxford Atlas. LEWIS, C., AND CAMPBELL, J. D. (Ed.). O.U.P. 1961. 112 pp. 15½ × 10½ in. General edition, 55s. School edition, 40s.

A completely new atlas with some distinctive features: (a) Projections carefully devised to suit maps and to achieve largest scale possible. (b) Most maps extend across the double page. England and Wales are thus shown on two separate maps at a scale of 1:1 M. (c) Large gazetteer index in which every name in the maps is listed, and small reference panels for each country giving area, population, etc. (d) Relief shown by layering, without contours, thus giving truer impression of slope. (e) Some useful distributional maps.

Oxford Economic Atlas of the World. O.U.P. 262 pp. 10 × 7½ in. 1959 (2nd edition). Reprinted, with corrections, 1961. 50s.

A comprehensive atlas of the major commodities of the world with explanatory notes and diagrams. The index gives an analysis, country by country, of the economic statistics of the commodities. It is the most useful atlas of its kind.

Oxford Economic Atlas of the World. O.U.P. 128 pp. 1959 (2nd edition) (abridged). 21s.

A very useful reference book for senior pupils.

Oxford Regional Economic Atlases (Prepared by Economist Intelligence Unit and Cartographic Dept. of the Clarendon Press). *The U.S.S.R. and Eastern Europe*. O.U.P. 134 pp. 10 × 7½ in. reprinted with corrections 1960. 50s.

This is the first of the series 'The Oxford Regional Economic Atlases' which aims to enlarge on the information set out in the *Oxford Economic Atlas of the World*. This is a very good atlas indeed and contains material on Russia not previously available. There are three main parts to the atlas: 1. General Reference Maps (layer-coloured), fairly large-scale coverage. 2. Topic Maps: they deal with physical agriculture, minerals and human geography; supplementary texts accompany both these parts. 3. Gazetteer. A comprehensive and well-produced atlas.

Middle East and North Africa. O.U.P. 128 pp. and gazetteer. 10 × 7½ in. 1960. 50s.

This second Regional Atlas extends from Morocco to Persia. It is arranged in much the same way as the Russian one, i.e. layered reference maps of the different parts of the region; topic maps including a 'Water Balance' map, petroleum map of the Persian Gulf area, land use and irrigation maps.

Oxford School Atlas. O.U.P. 112 pp. 3rd edition 1960. 12s.

This is a very useful, comprehensive secondary school atlas and a handsome production. Relief is shown by layer-colouring with a hill shading effect. Clear printing is a notable feature. Relation between scales makes it possible to compare

maps easily. There are a number of economic and climate maps and the maximum use is made of the available space.

Philip's School Atlas for East Africa. FULLARD, H. (Ed.). Philip. 32 pp. 1963. 3s. 9d.

The colouring of maps is good generally and E. Africa maps are very good. Though designed for schools in East Africa it is useful for teachers in this country because of the climatic and economic maps.

Premier Atlas of the World. Johnston and Bacon. 48 pp. of maps with index. 11 x 8½ in. 1958. 12s. 6d.

Designed largely as a reference atlas.

Progressive Atlas. Collins-Longmans. 30 pp. 1957. 4s.

An atlas compiled to introduce children to the concept of maps, produced in full colour. There is a useful synchronization of aerial photographs and large-scale maps.

Record Atlas. Philip. 320 pp. 1964. (1st pub. 1917). 32s. 6d. De luxe ed. half bound leather, 60s.

A revised edition of a standard reference atlas. Political maps show boundaries, communications and towns. There is much detail of all continents with considerable variation of scale. A 50,000-name index occupies 206 pages.

SCHRADER AND GALLOUDEC. *Atlas Classique de Géographie.* Hachette. 31s. 6d.

A first-class French Atlas.

Secondary School Atlas. FULLARD, H. (Ed.). Philip. 40 pp. plus index. 1964. Lineline covers, 5s. 6d.

This book is identical in content with the *Elementary Atlas* (see p. 96) containing an introductory section on map-reading and projections.

The Shorter Oxford School Atlas. O.U.P. 64 pp. 10 x 7 in. plus gazetteer. 1960 (1st pub. 1955). 7s.

This is a good atlas containing the essential small-scale maps for most less advanced courses in school geography. There are many inset maps, a select gazetteer, and statistical information about the countries of the world in the endpapers. (See also *Oxford School Atlas*.)

Soviet Union in Maps. FULLARD, H. (Ed.). Philip. 32 pp. 7½ x 10 in. 1961 (1st pub. 1942). 5s.

A handy atlas of the essential maps needed for the study of the geography of the Soviet Union, especially of Soviet Russia in Asia. The maps are somewhat small.

STAMP, E. C. AND L. D. *Basic Atlas of Modern Geography.* Gill. 24 pp. 11½ x 8 in. 1947. 2s. 6d. *Out of print.*

Coloured sketch-maps, diagrams, and aerial photographs related to Ordnance Survey maps are included in this atlas.

STEMBRIDGE, J. H. *The Oxford Sketch-Map Atlas of World Geography* O.U.P. 80 pp. 1954 (1st pub. 1939). 8s. 6d.

A selection of the maps in the *Oxford Geographical Note-Books* (see p. 326), without the exercises, forming a summary of world geography in map form. They are clearly produced and present many essential facts of value for revision purposes.

Study Atlas. Collins-Longmans Atlases. 136 pp. $11\frac{1}{2} \times 8\frac{5}{8}$ in. 1962 (14th edition). 11s. Answer Book, 4s. 6d.

Eight introductory pages contain statistics relating to such items as areas, population, latitude and longitude. The very numerous exercises are divided into sections on the basic aspects of world geography and into a regional survey with special reference to the British Isles. There are 26 photographs. The maps are clear and well drawn.

Survey Atlas of England and Wales. Bartholomew. 81 double-page plates and 36 pages of text. 18×12 in. 2nd edition, 1939. £8. 8s.

Printed in contour colouring are 67 double-page reference maps covering England and Wales on the half-inch scale. Other maps cover geology, climate, communications, town plans, etc.

THORPE, H. *The Student's Outline Atlas of the British Isles*. Grant. 40 pp. 1958. 3s.

This atlas provides a good selection of outlines and outline relief maps and it is a useful basis for work on British Isles; eight pages of graph paper valuable for diagrams or plotting statistics.

The Times Atlas of the World. BARTHolemew, J. (Ed.). The Times Publishing Company. 1955-59. Volumes I, III, IV, V, £5. 10s. each; volume II, £6. 6s. Complete set £27. 6s.

The complete atlas comprises five volumes: I World, Australasia, East Asia; II South-West Asia and Russia; III Northern Europe; IV Southern Europe and Africa; V The Americas. 120 double-page plates, each measuring 24×19 in. appear in the complete atlas. Layer colouring is used for the topographical maps and most of the plates are printed in eight colours. Communications are given prominence; railways in black and roads in red. There is a special map of air routes. Airports and Lighthouses are clearly shown. Each section of the atlas has its own general index of place names. The map reference system provides a quick and easy way of locating any given point. In addition, latitudes and longitudes are shown. The complete atlas will comprise an index of approximately 200,000 place names. The volumes, $19\frac{1}{2} \times 12\frac{5}{8}$ in. in size, are bound in extra strong library cloth, with lettering in gold on the front and spine.

The University Atlas. FULLARD, H., AND DARBY, H. C. (Ed.). Philip. 278 pp. 1962 (1st pub. 1937). 32s. 6d.

A comprehensive atlas of physical and regional geography for work at an advanced level, excellent for sixth forms and training colleges. Recently redrawn and issued in a more convenient size.

The U.S.S.R. and Eastern Europe. Oxford Regional Economic Atlas. O.U.P. 134 pp. $10 \times 7\frac{1}{2}$ in. 1956. 50s.

The atlas consists of general reference maps, topic maps and a gazetteer and is a valuable addition to the few reliable sources on the U.S.S.R. See under Oxford Regional Economic Atlases above.

The Visible Regions Atlas. Collins-Longmans Atlases. 96 pp. 1962 (14th edition). 7s. 6d. limp. 8s. 6d. cased.

This atlas contains all the maps and photographs provided in the *Study Atlas* (see above), with the omission of the exercises.

Visual Contour Atlas. FULLARD, H. (Ed.). Philip. 56 pp. 1963 (1st pub. 1913). Manila 4s.; limp cloth 4s. 9d.

A uniform system of contours and layer colourings. Political and commercial maps face physical maps of the same areas. World maps show climatic conditions, ocean currents, and regional vegetation. The size of the book (9 x 7½ in.) necessitates small-scale maps.

Local supplements are issued for a large number of towns and counties. They can be obtained separately or bound with the atlas, price 9d. to 1s. each.

Westermann Atlases. Grant. In German. These include:

Der Kleine Westermann Atlas. 38 pp. 11 x 8 in. 1957. 6s.

The relief maps are especially good; twelve pages are devoted to maps of Germany.

Heimat und Welt. 60 pp. 12½ x 9½ in. 1960. 8s.

A good atlas for the study of Germany; 32 pages are devoted to this topic, including town plans and large-scale regional maps.

Dierke Weltatlas. 168 map pages, 54 pp. index. 14 x 9 in. 1957. 40s.

A first-class atlas with 41 pages devoted to Germany, including town plans, large-scale regional maps and detailed geological, economic and population maps. The rest of the world is covered in good detail by both physical and economic maps; town plans and large-scale regional maps are also included. The standard of the cartography is high.

Westermann's local atlases (in German).

These are interesting to teachers as examples of selection of maps to provide the basis of local study of a town or a region. The following are representative: (a) *Atlas für Berliner Schulen*, 32 pp. 9s., (b) *Atlas für die Schulen in Schleswig-Holstein* 16 pp. 5s. 6d. Distributed by the Grant Educational Co Ltd.

WILLS, L. J. Palaeogeographical Atlas. Blackie. 64 pp. 1951. 30s.

An advanced reference atlas invaluable to those concerned with the geographical evolution of the British Isles. For those engaged in less ambitious studies, the sections on orogenesis in the Caledonian, late carboniferous and mid-tertiary periods are provocative. The final section on the pleistocene glaciation of Europe offers suggestions for correlation with the Alps, Central Europe and Britain. Twenty-two striking map-plates are accompanied by pages of explanatory text and a short bibliography is provided.

3. Globes

Airborne Inflatable Globe. 16 in. Philip. £4. 15s.

An inflatable globe made of toughened hardwearing plastic. The ball is politically coloured in very bright clear tints and both ball and stand are easily dismantled and stored.

Blackboard Globe. Philip. 12 in. £3.

This globe has a surface of blackboard paper for chalk marking. Land areas are outlined in yellow.

Challenge Globes. Philip. 13½ in. Political or physical. £3. 17s. 6d. 10 in. Political or physical £3. 3s.

Printed in colour, the political globes show air and sea routes as well as political boundaries. The physically-coloured globe also shows political boundaries, air and rail routes. Seas periodically closed to navigation are indicated and the land masses are contoured.

19 in. Globes. Philip. Physical or political. With tilted axis £16. 16s., or with half meridian £18. 18s.

Globes on Suspension Fittings. Philip.

There are three styles of fittings available and consideration of ceiling height and shape of room is an important factor. A leaflet is available from the suppliers. The prices range from £9 to £40.

Hand Globe for the Children. Chad Valley. 4½ in. 3s.; 5 in. 4s. 11d.

These excellent globes are most valuable for individual work in the class. They are well mounted. Countries are coloured and names clearly printed. Sea trade routes, with distances, are indicated.

JOHNSTON AND BACON. 12 in. (30 cm.) Globe Politically Coloured. On wooden stand with tilted axis. With half meridian. £4. 14s. 6d. On wooden stand with tilted axis. £4. 4s. 12 in. (30 cm.) Globe Physically Coloured. On wooden stand with tilted axis. With half meridian. £4. 14s. 6d. On wooden stand with tilted axis. £4. 4s. 12 in. (30 cm.) Blackboard Globes. On wooden stand with tilted axis. Showing Continents and certain Lines of Latitude and Longitude outlined in yellow, for use with chalks easily removable with duster. £3. On wooden stand with tilted axis. Plain black paper surface without markings, for teacher's use of chalks, as above £2. 15s.

Political Globe. 6½ in. Philip. 15s. 9d.

A fully coloured robust plastic globe showing place names and lines of communication. Mounted on a plastic stand with half meridian.

Relief Globes. Philip. 12 in., 19 in., and 50 in., supplied to order. Prices from £14.

Rolling Globe. Philip. 10 in. £3. 3s.

By releasing spring-loaded plungers at the Poles, the ball of this model may be set entirely free from the meridian. The graduated meridian can also be parted from the base, which itself incorporates a simple measuring device, and when inverted forms a cup in which the ball can be placed at any angle, with or without the meridian.

Slate-Surface Globes. Philip.

Strongly constructed with a black slated surface similar to a blackboard for chalk marking and easy cleaning.

No. 1. Plain black slated globe, without markings.

No. 5. Latitude and longitude lines incised, continents outlined in white.

12-in. Series (Styles as above). On plastic stands, with tilted axis.

No. 1. £5. 10s. No. 5. £10. 10s.

15-in. Series (styles as above). On plastic stands, with tilted axis.

No. 1. £7. 7s. No. 5. £13.

19-in. Series (styles as above). On polished wooden stands, with tilted axis.

No. 1. £11. No. 5. £16. 16s.

Washable Globes. Philip. 15 in. £19; 19 in. £23.

The surface of the ball is finished in matt blue, from which chalk marks can be wiped with a duster. Lines of latitude and longitude are deeply incised and land masses painted in white paint.

4. Wall Maps

Air Age Map of the World. Philip. 43 × 40 in. 1948. Paper 7s. 6d.; mounted 22s.; with rollers, 23s. (*Out of print.*)

A useful map centred on London, coloured, and showing the main air routes and distances. On an interesting projection.

Cable and Wireless Great Circle Map. Philip. 50 × 40 in. Paper, 15s., cloth, 26s. 6d. (*Out of print.*)

A poster-type map on an interesting projection centred on London and giving wireless and cable connexions throughout the world.

Coloured Wall Maps. Harrap. La France économique and La France physique. Strong paper. Each 42 × 36 in. 16s. the pair. Spain and Portugal. Strong paper. 48 × 40 in. Physical map 16s. Economic map 16s.

Coloured Wall Map: Paris. Harrap. 48 × 40 in. Paper. 16s.

Effective Physical Wall Maps. Johnston and Bacon. 27s. 6d. Great Britain and Ireland. Europe and the Mediterranean. South America. North America. Asia. Africa. Australia and New Zealand (relief and communications maps). The World (Three maps available (a) climatic regions, (b) natural vegetation, (c) land utilization). When ordering state (a), (b) or (c). Also available—Great Britain and Ireland (Industry), South America (Industry). 45 × 35 in. On Cloth and Rollers, Varnished, or in sections to fold.
Useful and satisfactory wall maps.

Excelsior Series. Johnston and Bacon. Political wall maps. Africa. North America. South America. Asia. Australia. British Isles. Europe. India, Pakistan, Ceylon. World (Mercator's Projection). 40 × 30 in. On cloth and rollers, varnished, or on cloth, sections to fold. 23s. each.

Graphic Relief Wall Maps. Philip. The World. Europe. British Isles. Asia. Africa. Australia. North America. South America. Pakistan. Canada. United States. 34 × 42 in. Each on cloth with rollers or dissected, 25s. 6d. each. On paper 4s. each.

These are very good maps indeed. With the emphasis on physical features there is an absence of confusing detail. Some might consider these wall maps small for classroom use, but their clarity and unity would overcome this drawback. Colour and shading bring out strikingly the mountains and enclosed plains and plateaux. Examples are the E. African Highlands, the mountains (and deserts) of Asia and the Alpine system.

Haack's Series of Wall Maps. Sifton Praed. Prices are cloth £9. 17s. 6d. and paper £3. 17s. 6d. unless otherwise stated. The following are available in English editions—Africa 201 × 161 cm. 1:6,000,000, cloth £10. 17s. 6d., paper £4. 17s. 6d.; British Isles 178 × 148 cm. 1:750,000; Near East 238 × 228 cm. 1:2,000,000; North Polar Regions 196 × 200 cm. 1:6,000,000, cloth £10. 17s. 6d., paper £4. 17s. 6d.; South West Asia and India 160 × 218 cm. 1:3,000,000; United States and Central America 161 × 202 cm. 1:3,500,000; Plant Communities of the World 133 × 211 cm. 1:20,000,000; World (Physical) 137 × 240 cm. 1:15,000,000.

The following are available in German or French editions—The Alps 162 × 215 cm. 1:450,000; Asia 194 × 211 cm. 1:6,000,000; Australasia and Oceania 175 × 236 cm. 1:6,000,000; Germany 218 × 163 cm. 1:450,000; Danube Basin 159 × 263 cm. 1:750,000; Spain and Portugal 156 × 161 cm. 1:750,000; Europe (Geological) 194 × 208 cm. 1: 3,000,000; Europe (Physical) 187 × 205 cm. 1:3,000,000; France and the Benelux Countries 195 × 157 cm. 1:750,000; South-east Asia and Indonesia 195 × 213 cm. 1:3,000,000; Italy 180 × 180 cm. 1:750,000; Central Europe 209 × 201 cm. 1:750,000; Mediterranean Region 159 × 263 cm. 1:2,000,000; North America 149 × 161 cm. 1:6,000,000; Northern Europe 185 × 161 cm. 1:5,000,000; Eastern Europe 212 × 199 cm. 1:3,000,000; Switzerland 162 × 208 cm. 1:185,000; Soviet Union 166 × 236 cm. 1:4,000,000; South America 192 × 120 cm. 1:6,000,000; India and Pakistan 190 × 186 cm. 1:2,000,000; Balkans 183 × 181 cm. 1:750,000; China 162 × 216 cm. 1:3,000,000; Western Europe 211 × 160 cm. 1:2,000,000; North and South America 216 × 187 cm. 1:10,000,000.

These are fine wall maps exemplified by their good use of colour; especially useful for class teaching with the older children.

Imperial Political Wall Maps. Johnston and Bacon. North America. South America. World (Mercator). 76 × 52 in. 60s. each. On cloth and rollers, varnished, or on cloth, sections to fold.

These maps are similar to the 'Large Wall' series and useful when a large size is required.

KEAY, R. W. J. *Vegetation Map of Africa South of the Tropic of Cancer.* O.U.P. 24 pp. 1959. 15s. [Continued overleaf.]

Scale 1:10,000,000. This map of the vegetation as it is today in Africa South of the Tropic of Cancer is a valuable addition to the maps useful for senior pupils.

Large Wall Physical-Political Maps. Johnston and Bacon. Africa. North America. South America. Asia. Australia. Britain and Ireland. Canada. England and Wales. Europe. India, Pakistan, Ceylon. Ireland, Ireland (In Irish). Scotland. World, Mercator (Physical only). 52 × 38 in. 38s. 6d. each. On cloth and rollers, varnished, or on cloth, sections to fold.

Bold and clear maps, layer coloured, and with communications and political divisions shown.

Large Wall Political Maps. Johnston and Bacon. Africa. North America. South America. Asia. Australia. Britain and Ireland. England and Wales. Europe. India, Pakistan, Ceylon. Ireland. New Zealand. Pacific Ocean. Scotland. West Indies. World (Mercator's Projection). 52 × 38 in. (in some cases 50 × 42 in.). 38s. 6d. each. On cloth and rollers, varnished, or on cloth, sections to fold.

Political divisions are coloured; an adequate number of place names is given.

Local Area Maps. Johnston and Bacon. Physical-Political. Durham County. 52 × 38 in. 1:73,040. 35s.; Forth and Tay. 52 × 38 in. 1:126,720. 35s.; Renfrewshire. 45 × 35 in. 1: 46,933. 25s.; South Wales. 34 × 28 in. 1:190,080. 17s. 6d.; West Riding. 45 × 35 in. 1:158,400. 25s. On cloth and rollers, varnished, or on cloth, sections to fold.

Ordnance Survey Maps. Ten miles to 1 in. (See pp. 115-117.)

Oxford Wall Maps. O.U.P. Printed in full colour on stout paper. 41 × 28 in. 3s. each. 1. British Isles; 2. Western Europe; 3. Eastern Europe; 4. U.S.S.R.; 5. Middle East, Pakistan and India; 6. Far East; 7. Australasia; 8. North Africa: Aden-Dakar; 9. East Africa: Cape-Cairo; 10. Canada; 11. U.S.A. and Central America; 12. South America.

They show relief by layers and hill shading. Towns, railways, and other details are shown as on the equivalent Oxford School Atlas pages. These maps are enlargements from that Atlas.

The World. O.U.P. 40 × 80 in. 10s. 6d. Printed in full colour on stout paper. Based on the Oblique Aitoff (Equal Area) projection from the Concise Oxford Atlas.

Philip's Comparative Wall Atlases. UNSTEAD, J.F., AND TAYLOR, E.G.R. (Ed.). Africa. North America. South America. Asia. Australia

and New Zealand. British Isles. Europe. World Relations. 43 x 33 in. Single maps, on paper 7s. 6d., on cloth with rollers or dissected 25s. 6d. each; set of eight maps dissected £9. 12s. 6d. Set of eight maps on one roller £8. 12s. 6d.

Each region is covered by a set of eight maps showing relief, political divisions, communications, climate, temperature, natural vegetation, population density, economic activities, and certain additional features of particular areas. The colouring is good and clear, although the maps of economic activities are somewhat complex.

Physical Large School Maps. Philip. Africa. Asia. British Isles. Commonwealth of Australia. England and Wales. Europe. India, Pakistan, Ceylon and Burma. North America. South Africa. South America. World (Pacific in centre). World (Atlantic in centre). 48 x 70 in. (some larger). 68s. 6d.

Orographically coloured wall maps, with political boundaries outlined in red. Railways and ocean routes are shown.

Physical Smaller School-Room Maps. Philip. World (Gall's). Europe. Great Britain. England and Wales. Scotland. Asia. Palestine. India, Pakistan, Ceylon and Burma. Africa. North America. Canada. South America. Australia and New Zealand. New Zealand. New Zealand (N. Island). New Zealand (S. Island). 43 x 33 in. Paper 7s. 6d. On cloth, dissected or rollers, 25s.

Many of these maps are taken from the Comparative Wall Atlas sets (see page 106). Physical features are shown by 'layer tinting' without hill shading. Political boundaries are marked in red.

Political Large School-Room Maps. Philip. Africa. Asia. British Isles. Canada. Commonwealth of Australia. Europe. North America. South America. World (Atlantic in centre). World (Pacific in centre). 48 x 70 in. (approx.). 68s. 6d. each.

Each map shows political divisions in colour, railways and steamship routes, and towns graded by symbols according to size.

Political Smaller School-Room Maps. Philip. Africa. Asia. Australia. British Isles (Railways). Canada. England and Wales. Europe. India, Pakistan, Ceylon and Burma. New Zealand. North America. Scotland. South Africa. South America. World (Atlantic in centre). World (Pacific in centre). 42 x 33 in. On cloth dissected or with rollers 25s. On paper 7s. 6d.

Useful maps for purposes not requiring physical features. Air routes, railways and shipping routes are shown. Some sheets contain detailed insets of certain areas (scale 80 miles: one inch).

Regional Wall Maps. Philip. The Far East. The Near East and Middle East. The Mediterranean Lands. The Pacific Ocean. East Africa.

France and the Low Countries. Scandinavia. Central Europe. Jamaica. Malaya. Ghana. Nigeria. Central Africa. Kenya. Uganda. Tanganyika. 36 x 48 in. On cloth and rollers or dissected 28s. 6d., or on paper 9s. 6d. each.

Physical-political maps with coloured relief layering, forming a pleasing and useful series.

Regional Wall Maps of England and Wales. Philip. Lancashire and Yorkshire. The Midlands. Wales. Northern England. 48 x 36 in. (1st pub. 1940). On cloth and rollers or dissected 28s. 6d. or on paper 9s. 6d. each.

Many teachers will find it useful to have these areas on a larger scale (3·15 miles to 1 inch) than that of most wall maps. They are coloured physically.

ROUBY, A. *Coloured Wall Map: France.* Harrap. La France physique, économique et touristique. 48 x 40 in., on paper. 15 miles to 1 in. 16s.

Simplified Wall Map Series. Gill. Each map 30 x 40 in.

Series I. Europe. Map I. Physical, II. Climate, III. Vegetation and Crops, IV. Political, V. Population and Coalfields.

Series II. Africa. Map I. Physical, II. Rainfall, III. Climatic and Vegetation Regions, IV. Political, V. Communications and Towns.

Series III. British Isles. Map I. Structure, II. Climate, III. Natural Regions and Agriculture, IV. Economic, V. Communications.

Series IV. The World. Map I. Structure, II. Climate, III. Vegetation, IV. Political-Ocean and Air Routes, V. Population.

Series V. Asia. Map I. Physical, II. Climate, III. Vegetation, IV. Political, V. Economic.

Series VI. South America. Map I. Physical, II. Climate, III. Vegetation, IV. Political, V. Economic.

Series VII. North America. Map I. Physical, II. Climate, III. Vegetation, IV. Political, V. Economic.

Series VIII. Australia and New Zealand. Map I. Physical, II. Climate, III. Vegetation, IV. Political, V. Economic.

Single maps, paper 4s. 6d.; single maps, cloth, 14s.; series of five paper maps, mounted as a wall atlas on a roller £1. 5s.; single maps, mounted on cloth, rollers and varnished £1. 6s.; series of five maps, mounted on cloth and varnished, in the form of a wall atlas £5; single maps, mounted on cloth, cut to fold £1.

Small Wall Political Maps. Johnston and Bacon. Africa. North America. Asia. Australia. British Isles. England and Wales. Europe.

World (Mercator's Projection). 34 x 28 in. 20s. each. On cloth and rollers, varnished, or on cloth, sections to fold.
Useful if a small size map is desired.

The Distribution of Systems of Farming in Great Britain. STAMP, L. DUDLEY; AND BUCHANAN, K. Association of Agriculture. (See p. 212.)

U.S.S.R. Physical-Political Map. Philip (Denoyer-Geppert Co., U.S.A.). 64 x 44 in. £5 15s.

A useful map (scale 1:6,250,000) on a modified conic projection. It is unusual that mountain ranges are shown in addition to layering. Distinctive symbols are used for different-sized towns.

Visual Relief Wall Maps. Johnston and Bacon. Great Britain and Ireland. The World. (*Physical only.*) Scotland. England and Wales. North America. Europe. Africa. South America. Asia. Australia. 52 x 38 in. 40s. each. On cloth and rollers, varnished, or on cloth, sections to fold.

Westermann Wall Maps. Distributed by The Grant Educational Co. Ltd. Physical-Political Wall Maps (with place names in English): No. 352. British Isles 1:600,000 72 x 90 in. £8. 5s.; No. 353. North America 1:6,000,000 66 x 72 in. £7. 15s.; No. 354. Australia and Oceania 1:6,000,000 69 x 65 in. £7. 15s.; No. 355. Africa 1:6,000,000 62 x 73 in. £7. 15s.; No. 356. South America 1:6,000,000 62 x 76 in. £7. 15s.; No. 357. Asia (Eurasia) 1:6,000,000 83 x 82 in. £7. 15s.; No. 358. Europe 1:3,000,000 84 x 72 in. £7. 15s.; No. 351. Canada 1:3,000,000 82 x 76 in. £8. 5s.; No. 347. The Structural Elements of the Earth 1:18,000,000 80 x 52 in. £7. 15s.; No. 348. The Mediterranean and Middle East 1:2,000,000 109 x 55 in. £8. 5s.; No. 350. The World, Physical 1:15,000,000 100 x 57 in. £8. 5s.; No. 363. France 1:600,000 84 x 81 in. £8. 5s.; No. 337. Netherlands-Belgium-Luxembourg 1:300,000 54 x 88 in. £7. 15s.; No. 222. Northern Asia and U.S.S.R. 1:4,000,000 95 x 75 in. £8. 5s.; No. 223. Central America 1:4,000,000 79 x 71 in. £8. 5s.; No. 224. Northern Africa 1:4,000,000 79 x 71 in. £8. 5s.; No. 226. Southern Africa 1:4,000,000 71 x 80 in. £8. 5s.; No. 378. East and South-East Asia 1:4,000,000 73 x 80 in. £8. 5s.; No. 379. Middle East and India 1:4,000,000 73 x 79 in. £8. 5s.; No. 221. London (town plan) 1:40,000 33 x 55 in. £5. 10s. (£3. 3s. flat sheet).

Each map is mounted on linen with rods. These are first-class maps; the relief is very clearly represented. Maps of other regions are available in German editions.

Westermann Washable and Reversible Outline Wall Maps. Distributed by The Grant Educational Co. Ltd. 1. British Isles 1:1,000,000

one side with Scotland 1:500,000 on reverse; 2. British Isles 1:1,000,000 one side with England and Wales 1:600,000, on reverse; 3. Scotland, 1:500,000 one side with England and Wales 1:600,000 on reverse; 4. Europe 1:5,000,000 one side with The World 1:24,000,000 on reverse; 5. Canada 1:4,500,000 one side with The World 1:24,000,000 on reverse; 6. Africa 1:8,000,000 one side with Asia 1:10,000,000 on reverse; 7. North America 1:8,000,000 one side with South America 1:8,000,000 on reverse; 8. Australia and New Zealand 1:6,000,000 one side with the Pacific Ocean 1:15,000,000 on reverse; 9. Wales 1:250,000 one side with British Isles 1:1,000,000 on reverse; 10. Ayrshire 1:100,000 one side with Scotland 1:500,000 on reverse; 11. Angus and Dundee 1:63,360 one side with Scotland 1:500,000 on reverse; 12. Fife and Kinross 1:63,360 one side with Central Lowlands of Scotland 1:126,720 on reverse; 13. West Lothian 1:40,000 one side with Scotland 1:500,000 on reverse; 14. Lancashire 1:126,720 one side with Northern England 1:316,732 on reverse; 15. Kent 1:126,720 one side with South-east England 1:253,440 on reverse; 16. Renfrewshire 1:42,240 one side with Central Lowlands of Scotland 1:126,720 on reverse; 17. Essex 1:80,000 one side with Eastern England 1:180,000 on reverse; 18. Lanarkshire 1:63,360 one side with Scotland 1:500,000 on reverse; 19. Clydeside 1:63,360 one side with Central Lowlands of Scotland 1:126,720 on reverse; 20. Ireland 1:500,000 one side with British Isles 1:1,000,000 on reverse; 21. Ghana 1:750,000 one side with Africa 1:8,000,000 on reverse; 22. Nigeria 1:1,500,000 one side with West Africa 1:3,000,000 on reverse; 23. Lands of the Bible 1:2,000,000 one side with Palestine 1:2,500,000 on reverse; 24. Africa 1:8,000,000 one side with South Africa 1:2,500,000 on reverse; 30. Southern Ontario and Quebec 1:1,100,000 one side with Canada 1:4,500,000 on reverse; 51. Northumberland and Durham 1:126,720 one side with Northern England 1:316,732 on reverse; 52. Surrey and Sussex 1:126,720 one side with South-east England 1:253,440 on reverse; 53. North-east Scotland 1:150,000 one side with Scotland 1:500,000 on reverse; 56. Edinburgh and Environs 1:30,000 one side with South-east Scotland 1:120,000 on reverse. In preparation: 54. Trent Valley and Midlands; 55. Yorkshire. Each £4. 15s.

These maps are made of strong black plastic-coated fabric which can be chalked on and wiped clean with a damp cloth. Each map measures 3 ft. 6 in. \times 4 ft. 6 in. and is supplied with wooden rods top and bottom and straps at each end for securing when rolled for storing. The simple permanent outlines in pale blue provide a good contrast with white chalk. A few principal rivers have also been

drawn in. No unnecessary detail has been included so that the map can be built up by the teacher with a class.

5. Outline Maps

Blank Maps. Robert Gibson. 9 x 7 in., in packets of 25, 2s. 6d. No. 1. Africa. No. 2. Africa, South. No. 3. America, North. No. 4. America, South. No. 5. Asia. No. 6. Arabia and the Nile Valley. No. 7. Australia. No. 8. British Isles. No. 9. Canada. No. 10. China and Japan. No. 11. England and Wales. No. 12. England, Northern. No. 13. England, Southern, and Wales. No. 14. Europe. No. 15. Europe, Eastern—Russia. No. 16. Europe, North-western. No. 17. Europe, Central. No. 18. Europe, South-eastern. No. 19. Europe, South-western. No. 20. Europe, Southern. No. 21. India. No. 22. Ireland. No. 23. New Zealand. No. 24. Scotland. No. 25. Scotland, Central and Southern. No. 26. Scotland, Political, with Counties dotted. No. 27. United States. No. 28. The World—Mercator's Projection. No. 29. Mollweide's Projection. No. 67. Europe—L.C. History—Lower. No. 68. Europe—L.C. History—Higher. No. 69. Europe—L.C. History—Higher.

These are clear outlines on paper of good surface.

Blank Maps. Robert Gibson. 14 x 10 in. in packets of 13, 2s. 6d. No. 32. Northern Europe—British Isles and the Baltic Sea. No. 36. North Sea, Map 40 on reverse side. No. 39. Scotland, Northern England and North-eastern Ireland, with Contours. No. 40. Mollweide's Projection of the World, with Lakes. No. 49. British Isles, with Main Rivers, Map 40 on reverse side. No. 50. Europe, with Main Rivers, Map 40 on reverse side. No. 51. Asia with Main Rivers, Map 40 on reverse side. No. 52. Africa, with Main Rivers, Map 40 on reverse side. No. 53. Australia, with Main Rivers, Map 40 on reverse side. No. 54. North America, with Main Rivers, Map 40 on reverse side. No. 55. South America, with Main Rivers, Map 40 on reverse side. No. 56. Canada, with Main Rivers. No. 57. Southern Asia, Dardanelles to Singapore. No. 58. Close's Transverse Mollweide's Projection of World. Printed both sides. (Specially prepared for University.) No. 59. The World (Mercator's Projection), Great Lakes and Rivers. No. 60. British Isles, with Main Rivers printed on both sides. No. 64. Europe and the Mediterranean. No. 66. England, with Main Rivers.

These maps are clear outlines on paper of good surface.

Blank Outline Maps of the World (Mercator). Wheaton. 7 x 10½ in. 3d. each; 9½ x 15½ in. 6d. each.

Crown Quarto Maps. Philip. $10 \times 7\frac{1}{2}$ in. Outline only, 12 of one kind 3s. Politically coloured 3s. 6d. a dozen.

Outline maps available for the continents and most countries.

Demonstration Outline Maps. Johnston and Bacon. Series I. 45×35 in. Yellow Outline on Blackboard Paper. For all work with chalks. Sheet 5s. 6d., on rollers 14s. 6d., on cloth and rollers, 25s. No. N.46 Africa; N.48 America, South; N.50 Australia; N.52 Europe; N.47 America, North; N.49 Asia; N.51 England and Wales; N.53 Great Britain and Ireland; N.23 India, Pakistan, Ceylon; N.60 Nigeria; N.54 Scotland; N.42 World (Mercator's Projection); N.29 New Zealand; N.62 Palestine; N.61 West Africa.

Series II. 40×30 in. Black Outline on White Cartridge Paper. In sheet only. 3s. each. By chalk, paint, or pastel, a whole range of maps may be produced. No. P.46 Africa; P.47 America, North; P.48 America, South; P.49 Asia; P.50 Australia; P.51 England and Wales; P.52 Europe; P.53 Great Britain and Ireland; P.23 India, Pakistan, Ceylon (45×35 in.); P.29 New Zealand (45×35 in.); P.54 Scotland; P.55 France; P.42 World (Mercator's Projection).

Esavian Outline Maps. Educational Supply Association. $11 \times 7\frac{1}{2}$ in. 5s. per 100. No. 24. World, Mercator; No. 11. Europe; No. 05. British Isles; No. 09. England and Wales; No. 15. Mediterranean and Central Europe; No. 16. North America; No. 08. Canada; No. 22. United States; No. 23. West Indies; No. 03. Antigua; No. 07. Barbados; No. 14. Jamaica; No. 21. Trinidad and Tobago; No. 19. South America; No. 06. British Guiana; No. 02. Asia; No. 13. India; No. 04. Africa; No. 10. East Africa; No. 20. South Africa; No. 25. West Africa; No. 12. Ghana; No. 18. Nigeria; No. 01. Australia; No. 17. New Zealand.

Cartridge paper, printed in black.

Geography Exercise Maps. Johnston and Bacon. $10 \times 7\frac{1}{2}$ in. 1s. 6d. per dozen of any one map (supplied only in dozens) 16s. 6d. per gross. The catalogue of these maps covers over eighty areas of the world, including the Alps, North-West Europe and British Seas, the Rhine, Yorkshire and Lancashire and the Thames Basin.

Imperial Quarto Maps. Philip. 13×11 in. Outline only, 12 of one kind 4s. Politically coloured 5s. 6d. a dozen.

Outline maps available for the continents and most countries.

Large Foundation Outline Maps. Philip. China, Japan and Manchuria. Central Europe. Eastern Mediterranean. Western Mediterranean. $43\frac{1}{2} \times 34$ in. 4s. each.

Printed black on cartridge paper, these maps show contour lines, important rivers, principal towns graded to show population, and boundaries.

Large Outline Maps. Philip. World (Gall's Projection). Europe. British Isles. England and Wales. Africa. Asia. India, Pakistan, Ceylon and Burma. North America. Canada. United States. South America. Australia and New Zealand. Wales. Scotland. E. Africa. W. Africa. Uganda. Tanganyika. Kenya. $41 \times 32\frac{1}{2}$ in. 4s. each.

The coastlines are boldly printed in black, finer lines showing inter-state boundaries and some maps have contour lines at 600, 1,200 and 3,000 ft.

Large Regional Outline Map of Northern England. Philip. $48 \times 37\frac{1}{2}$ in. 4s.

The area covered lies between Berwick and Cleveland, Barrow and Whitby. Contours, county boundaries, and towns graded according to population, are shown. Scale, 1:200,000.

Map-Building Sheets. Philip. World (Gall's Projection). Europe. British Isles. England and Wales. Africa. South Africa. Asia. India, Pakistan, Ceylon and Burma. North America. Canada. United States. South America. Australia and New Zealand. Wales. Scotland. W. Africa. Ghana. Nigeria. $41 \times 32\frac{1}{2}$ in. 4s. 6d. eyeletted 1s. extra; cloth and rollers, 21s.

Coastlines and inter-state boundaries are printed in permanent yellow on black-board paper for use with white or coloured chalks. On some maps fine contour lines are given for 600, 1,200 and 3,000 ft.

Outline Blackboards. Hulton Educational Publications Ltd. 40×30 in. 10s. 6d. each. British Isles. Europe. North America. South America. Australia and New Zealand. Africa.

Showing coastlines, main rivers, lakes and political boundaries. Reproduced in white on linen-backed blackboard paper.

Outline Map of the British Isles. Philip. 23×35 in. 1s.

This map shows county boundaries.

Outline Map of Europe. Philip. $35\frac{1}{2} \times 27\frac{1}{2}$ in. 1s.

Scale 1:6,750,000 showing State boundaries, towns and rivers.

Outline Map of the World. Philip. $17 \times 9\frac{1}{2}$ in. 6d.

On Mollweide's Projection, showing rivers.

Outline Series of Hand Maps of General Geography. Johnston and Bacon. $14\frac{1}{2} \times 11\frac{1}{2}$ in. 2s. 6d. per dozen; 27s. 6d. per gross.

The catalogue of these maps covers the continents and the most important countries of the world.

Pupils' Outline Maps. Grant. On paper. $10\frac{1}{2} \times 8\frac{1}{2}$ in. 1s. per dozen. World. South America. South Africa. Europe. Scotland. Australia.

Asia. England and Wales. Africa. New Zealand. Canada. North America. British Isles. India. Ireland. United States.

Stanford's Outline Maps. Philip. England and Wales (outline only). 22 × 26 in. 2s. 6d.

Visual Contour Outline Maps. Philip. 11 × 9 in. 12 of one kind 2s. 6d.; *Supplementary map*, England and Wales (with county boundaries). 11 × 18 in. 12 of one kind, 3s.

These maps are available for the continents and most countries and show 600-1,200- and 3,000-ft. contours.

Weather Maps. Meteorological Office. (See pp. 81-84).

6. Relief Maps

Aero Relief Maps. Sifton Praed. World, 28 × 18 in., 41 × 26 in., 62 × 41 in.; U.S.A., 28 × 18 in., 41 × 26 in., 64 × 40 in.; Europe, 48 × 42 in.; Canada, 49 × 45 in.; North America, 54 × 41 in.; South America, 54 × 41 in.; Africa, 49 × 25 in. Large £19. 10s., medium £9. 15s., small £4. 17s. 6d.

These are raised relief maps made of strong, long-wearing vinyl. They are both markable and washable.

Oxford Plastic Relief Maps. O.U.P.

Series 2. Fully Coloured. 38 × 26 in. 1. Great Britain and Northern Ireland. 1:1,000,000. Rigid Style. 50s. Printed in six colours. Shows place-names and roads. Since the relief is shown by the shape of the plastic, colour tints have been used to show moorland, farmland, woods, water, and built-up areas. 2. The Holy Land. One inch to six miles. Rigid style. 50s.

Series 3. Fully coloured. 38 × 26 in. Rigid style. One inch to six miles. 50s. Wales and Midlands. Eastern England. South-west England. Northern England. Southern Scotland. Northern Scotland. Northern Ireland.

Series 4. Fully coloured. 19 × 13 in. Rigid style. One inch to six miles. 5s. Birmingham. Cardiff. Liverpool/Leeds. Glasgow/Edinburgh. London (East). London (West). Barrow/Newcastle upon Tyne.

These two series are identical, except that maps in Series 4 cover only seven selected areas. These relief series show simplified Land Use patterns together with full road and rail information. Towns and villages are clearly indicated.

Relief Maps. Educational Supply Association. These are plastic maps which can be painted with poster or water colours, and wiped

clean for future use. 17s. 6d. each. England and Wales, 29 x 23 in.; North America, 24 x 19 in.; Europe, 20 x 19 in.

7. Ordnance Survey Maps

Ordnance Survey maps for teaching purposes may be ordered on a special order form O.S. 318 obtainable from the Director-General, Ordnance Survey Office, Leatherhead Road, Chessington, Surrey, or on an official school order form. Educational discount at the following rate is allowed only on orders placed *direct* with the Ordnance Survey: 33½ per cent on maps of a scale of 3 in. to 1 mile or smaller; 25 per cent on maps of a scale 6 in. to 1 mile, larger scale plans and printed booklets.

When ordering it is necessary to quote the scale and series, sheet number and style (i.e. outline, coloured flat, paper folded or mounted and folded—see list).

Maps published on County Sheet lines may not have been revised for many years and it is wise to check the date of an edition before ordering. The County Series are being superseded by editions on National Grid Sheet lines.

LIST

(Revised to 1st January, 1964)

Prices are subject to alteration

Small Scales

					PER SHEET
					Paper flat Paper folded Mounted & folded
1:1,250,000	Great Britain, Outline Base Map	...	...	...	2/3
1:1,000,000	Great Britain, International Style, 2 sheets	...	...	...	4/-
"	Great Britain, Population Map. Sheet 1 Scotland	...	...	...	2/3
"	" "	2 England & Wales	...	...	2/3
<i>Historical Maps</i> (see Note 2 below)					
1:1,000,000	Roman Britain, 3rd Edition	...	...	...	5/-
"	Britain in the Dark Ages, 2 sheets	...	...	3/3	10/6
1:625,000	Southern Britain in the Iron Age	...	...	7/6	8/-
1:625,000	Monastic Britain, sheets 1 and 2	...	...	3/-	17/6
(see note 3 below)	Ancient Britain, sheets 1 and 2	...	...	3/6	9/-
2-Inch	Hadrian's Wall	...	...	7/6	7/-
	Bodleian Map of Great Britain (14th Century)	...	...	5/-	10/-
	Ancient Map of Kent by Philip Symonson A.D. 1596.	...	...	3/6	5/-
	Facsimile reproduction...	...	...	...
1:625,000	Great Britain, sheets 1 and 2	...	...	5/-	7/6
(see note 3 below)	Topography, coloured outline	...	...	4/-	
"	Administrative Areas	...	...	5/-	
"	Coal & Iron...	...	...	7/6	

III. Indoor Geography

Small Scales—continued

		PER SHEET			
		Paper flat	Paper folded	Mounted & folded	
"	Electricity: Statutory Supply Areas	...	7/6		
"	Gas Board Areas in accordance with the Gas Act, 1948	...	7/6		
"	Gas & Coke (Areas of Supply)	...	7/6		
"	Iron & Steel	...	7/6		
"	Land Classification	...	7/6		
"	Land Utilization	...	7/6		
"	Limestone	...	7/6		
"	Local Accessibility	...	5/-		
"	Physical Map	...	7/6		
"	Population Changes (1921-31)	...	7/6		
"	" (1931-39)	...	7/6		
"	" (1938/39-47)	...	7/6		
"	" by Migration (1921-31)	...	7/6		
"	" (1931-39)	...	7/6		
"	" (1938/39-47)	...	7/6		
"	Population Density (1951)	...	7/6		
"	Population of Urban Areas (1951)	...	7/6		
"	Rainfall	...	7/6		
"	Route Planning	...	5/-	6/6	
"	Solid Geology	...	15/-	18/-	
"	Outline Edition	...	6/-		
"	Types of Farming	...	7/6		
"	Vegetation	...	7/6		
½-Inch	Great Britain, 5th Series, coloured (see note 4 below)	4/6	5/6	7/6	
"	5th Series, outline	...	4/6		
"	5th Series, Wales and the Marches, coloured	...	5/-	7/-	9/-
"	5th Series, Wales and the Marches, outline	...	3/6		
"	Administrative Maps of Scotland				
"	Style A. Local Government, Parish and Parliamentary Boundaries	...	10/-		
"	Style B. Local Government and Parish Boundaries	...	8/-		
"	England & Wales, Petty Sessions County Diagrams	...	7/6		
½-Inch	England & Wales, Petty Sessions County Diagrams	...	7/6		
"	Great Britain, District Map (where issued) coloured	...	4/6	5/6	7/6
"	outline	...	4/6		
"	Great Britain, Outline Edition ("pre-war" publication)	...	4/6		
"	England & Wales, Administrative County Diagrams				
"	Style A. Local Government, Parish and Par- liamentary Boundaries (coloured)	...	10/-		
"	Style B. Local Government and Parish Boundaries	...	8/-		
1-Inch	Great Britain, 7th Series coloured	...	4/6	5/6	7/6
"	outline	...	4/6		
"	Tourist Maps	...	5/-	7/-	9/-
"	London and Middlesex Administrative Diagrams				
"	Style A. Local Government, Parish and Par- liamentary Boundaries (coloured)	...	8/-		
"	Style B. Local Government and Parish Boundaries	...	5/6		
"	London Petty Sessions Diagram	...	6/6		
"	Glasgow and District Administrative Diagrams				
"	Style A. Local Government, Parish and Par- liamentary Boundaries	...	10/-		
"	Style B. Local Government and Parish Boundaries	...	8/-		
2-Inch	Isles of Scilly in 1 sheet	...	3/-	5/-	6/6
3-Inch	Guernsey	...	3/6	5/-	7/-

Medium Scales

1:25,000	Great Britain, coloured	...	4/-	5/6
"	outline	...	4/-	
"	Special sheet (Ilfracombe and District), coloured	...	6/-	6/6
6-Inch	County sheet lines (quarter sheets)	...	5/-	
"	(full sheets)	...	7/-	
"	National Grid sheet lines	...	8/6	

Large Scales

				PER SHEET		
				Paper flat	Paper folded	Mounted & folded
1:2500	Great Britain	County sheet lines	...	...	10/-	
"	"	National Grid sheet lines (single kilometre plan)...	...	...	8/6	
"	"	National Grid sheet lines (two kilometre plan)...	...	...	12/6	
1:1250	"	National Grid sheet lines	...	...	8/6	

Descriptive Booklets, etc.

Gazetteer of Great Britain	...	...	...	12/6	each
1:625,000 Explanatory texts					
No. 1. Land Classification	...	...	...	1/-	"
No. 2. Average Annual Rainfall	...	...	...	1/-	"
No. 3. Population	...	...	...	1/-	"
No. 4. Limestone	...	...	...	1/-	"
No. 5. Vegetation, the Grasslands of England & Wales	...	...	...	1/-	"
No. 6. Local Accessibility	...	...	...	1/-	"
No. 8. Vegetation, Reconnaissance of the Survey of Scotland	...	...	...	1/-	"
Description of O.S. Small-Scale Maps	...	...	...	Reprinting, 1964	
" " Medium-Scale Maps	...	...	...	Reprinting, 1964	
" " Large-Scale Plans	...	...	...	Reprinting, 1964	

NOTES

1. The Ordnance Survey publish 25-mile, 10-mile, 4", 1" and 6" Geological Maps on behalf of the Geological Survey of Great Britain. Particulars and prices obtainable from The Director General, Ordnance Survey, Chessington, Surrey.
2. The Texts of Historical Maps are included in all folded styles.
3. Sheet 1 shows Scotland and England north of Kendal. Sheet 2 shows Wales and the remainder of England.
4. Sheet 14 only is available in paper cover style at 5s.

For work in PRIMARY SCHOOLS attention is particularly drawn to the following maps:

Large Scale: 1:1,250 (approximately 50 in. to 1 mile). Plans on this scale are available for many urban areas. Whilst each sheet covers only a small area, very full detail of roads, buildings and similar features are given. Such plans are most useful for work with the youngest children. Similarly the scale 1:2,500 (approximately 25 in. to 1 mile) published for both rural and urban areas, is most suitable as a base map for use with children from 7 to 11 years. Every junior school should possess at least one set of the sheets of the area round the school. These should be mounted on card and protected by transparent paper and be readily available for reference.

Medium Scale: 1:25,000 (2½ in. to 1 mile) published in colour, shows greater detail than is possible on the 1:63,360 (1 in. to 1 mile) and is more readily understood by 9- and 10-year-olds.

Small Scale: The 1:625,000 (ten miles to 1 in.) maps of Great Britain, each published on two sheets, make excellent wall maps if mounted or bound.

ORDNANCE SURVEY SCHOOL EXAMINATION MAPS

Limited stocks of examination maps are available. The 1/25,000 (2½ in.) extracts 6d.; the 1-inch, 9d. A list may be had on application to the Ordnance Survey Office at Chessington. No educational discount is given on these maps. Money should not be sent with the initial order since there is no guarantee of availability.

ORDNANCE SURVEY OF NORTHERN IRELAND

The Ordnance Survey of Northern Ireland publish maps on the following scales: 1:1,250; 1:2,500; 1:10,560; 1:63,360; 1:126,720 and 1:253,440. The last is a useful teaching sheet covering the whole of Northern Ireland and adjoining parts of Eire. The whole country is also covered by a 1:500,000 sheet. A special six-inch map is available covering Belfast and its surrounds. Maps can be obtained from Director, Ordnance Survey of Northern Ireland, Armagh House, Ormeau Avenue, Belfast, 2. (Educational discount allowed.)

BARTHolemew's MAPS

John Bartholomew and Son Ltd., 12 Duncan Street, Edinburgh, 9, Scotland, publish half-inch maps of Great Britain and quarter-inch maps of Ireland. These are distributed in London by Messrs. E. J. Larby Ltd., 14-17 St. Cross St., Hatton Garden, London, E.C.1, and Messrs. Frederick Warne and Co. Ltd., Bedford Court, Bedford Street, London, W.C.2. Certain touring maps and town plans are also available.

The Revised Half-Inch Map of Great Britain

Based originally on the Ordnance Survey, by permission, it is now kept up to date by its own sources of information. Great Britain is covered by sixty-two sheets. Each sheet is 23 x 34 in., folded size 7½ x 4½ in. Paper folded or flat 3s., cloth folded 5s., cloth dissected 10s. Carrying case for half-inch maps 30s. Relief is shown by layer colouring. Roads are shown in four classifications: Recommended Through Routes, Other Good Roads, Serviceable Roads, and Other Roads and Tracks. Ministry of Transport Road Numbers are shown. Railways, Canals, Overhead Power Lines, Golf Courses, Hotels, Inns, Youth Hostels, and National Trust Properties are distinctly marked. County Boundaries are clearly defined. For convenience in measuring distances, the borders of each map are marked off in half-inch divisions each equal to one mile.

Quarter-Inch to Mile Map of Ireland

Ireland is covered in five sheets. Attractive layer colouring clearly depicts the relief, and all essential topographical details are included. Each sheet measures 23×34 in. and is folded to size $7\frac{3}{4} \times 4\frac{1}{4}$ in. Paper, folded or flat, 3s., cloth 5s., dissected 10s.

British Isles Road Map. Bartholomew. 1:1,000,000, with hill shading, 40×35 in.: cloth folded, 7s. 6d., paper folded, 5s. *England and Wales Touring Map.* Twelfth-inch to the mile, contour coloured, 38×30 in.: cloth folded, 7s. 6d., paper folded, 5s. *England and Wales County Map.* Tenth-inch to the mile, 42×34 in.: cloth folded, 7s. 6d., paper folded, 5s. *England and Wales Historical Map.* Pictorial, 39×26 in.: cloth folded, 6s., paper folded, 4s. *Scotland Touring Map.* Twelfth-inch to the mile, contour coloured, 28×23 in.: cloth folded, 6s., paper folded, 3s. *Scotland County Map.* Tenth-inch to the mile, 31×24 in.: cloth folded, 6s., paper folded, 3s. *Scotland Historical Map.* Pictorial, 39×26 in.: cloth folded, 6s., paper folded, 4s. *Ireland Touring Map.* Twelfth-inch to the mile, contour coloured, 30×21 in.: cloth folded, 6s., paper folded, 4s. *Ireland County Map.* Tenth-inch to the mile, 31×24 in.: cloth folded, 6s., paper folded, 4s. *Lake District.* One inch to the mile, contour colouring and hill shading, 30×33 in.: cloth folded, 6s., paper folded, 4s.

These maps are also available unfolded or mounted on cloth with rollers and varnished.

Bartholomew World Series

These maps use contour colouring and show roads in red, railways in black and boundaries in purple. Cloth folded 7s. 6d., paper folded 5s.; unfolded copies are available at folded prices.

Africa. 1:10,000,000. 40×32 in. 1961.

Africa, Central and East. 1:4,000,000. 30×40 in. 1960.

Africa, South and Madagascar. 1:4,000,000. 30×40 in. 1963.

America, North. 1:10,000,000. 38×30 in. 1960.

America, South. 1:10,000,000. Ready 1964.

Asia, South-east. 1:6,000,000. 30×40 in. 1963.

Australia. 1:5,000,000. 30×40 in. 1961.

China. 1:4,500,000. 40×30 in. 1959.

Eurasia. 1:15,000,000. 30×38 in. 1956.

Europe, Western. 1:3,000,000. 41×34 in. 1963.

France, Northern and the Low Countries. 1:1,000,000. 25×40 in.

1960.

France, Southern. 1:1,000,000. 25 × 40 in. 1960.
 India, Pakistan and Ceylon. 1: 4,000,000. 40 × 30 in. 1961.
 Middle East. 1:4,000,000. 30 × 40 in. 1959.
 Cloth folded 6s., paper folded 4s.
 Japan. 1:2,500,000. 20 × 24 in. 1963.
 New Zealand. 1:2,000,000. 30 × 23 in. 1963.
 Scandinavia. 1:2,500,000. 34 × 23 in. 1957.

Also available:

Europe, Political. 1:5,000,000. 40 × 30 in. 1963. Cloth folded 7s. 6d.; paper folded 5s.
 World Route Chart. Mercator projection. 1: 45,000,000. 30 × 40 in. 1963. Political colouring; showing shipping routes, railways and air routes. Cloth folded, 7s. 6d., paper folded 5s.

Bartholomew will make up wall maps to order from their Half-Inch and other series; prices are quoted on application.

8. Land Utilization Survey Maps

The first sheets of the Second Land Utilization Survey are now available, either from Edward Stanford Ltd., or from Miss A. Coleman, King's College, Strand, W.C.2. The maps are on the scale of 1:25,000 and it is hoped to publish some 800 sheets eventually. Already 55 per cent of the country is covered in manuscript form. Each sheet is printed in eleven colours and measures 35 × 22½ in. Sheets available at December, 1963: 56 Bournemouth; 174 Deal; 192 Isle of Thanet; 264 Princes Risborough; 278 Abergavenny; 454 Nuneaton; 464 Loddon (Norfolk); 481 Downham Market; 486 Great Yarmouth; 499 Crowland Fens; 525 Fakenham; 742 Kirkby Moorside (Pickering); 794 The Hartlepools.

In course of preparation: 193 Bridgend; 214 Newport (Mon.); 233 Mountain Ash; 235 Chepstow; 263 Thame; 264a Chesham; 442 Thetford; 757 Ambleside.

The explanatory handbook of the Survey is also available, price 2s. 6d.

Maps of the First Land Utilization Survey (1:63,360) are now out of print but Stanford's still have a few maps and reports for sale. Those for Northern Ireland are all still available (eleven sheets), from Director, Ordnance Survey of Northern Ireland, Armagh House, Ormeau Avenue, Belfast 2; price per sheet, 5s. paper, 10s. linen (33½ per cent educational discount).

9. Geological Maps

The stocks of all $\frac{1}{4}$ -in. and 1-in. geological maps published before 1939 were destroyed through enemy action. Reprinting is being carried out wherever possible and a new survey is also being made. A list of Geological Survey Maps may be obtained on application to The Geological Survey and Museum, Exhibition Road, South Kensington, London, S.W.7. Orders may be placed direct with the Ordnance Survey Office at Chessington. A list of Geological Survey publications available for sale, including memoirs explanatory of the 1-in. geological maps, issued by H.M.S.O., Sectional List No. 45, may be obtained from the same address.

10. Marine Charts

Agent for Admiralty charts and other hydrographic publications, J. D. Potter, 145 Minories, London, E.C.3. Admiralty charts also available from Sifton Praed and Co. Ltd.

11. Foreign Maps

Catalogue of Maps, published by Geographical Section, General Staff, War Office, 16 pp. and 20 index sheets of maps, 1952. 6s. 3d. *Out of print*. Agent: Edward Stanford Ltd.

This catalogue is most valuable for selection of sheet of 1:1,000,000 and 1:2,000,000 and other scales of most areas of world including Europe, Soviet Russia, India and Pakistan, etc., at reasonable prices. Sheets can be joined and mounted to make excellent wall maps. Also air maps of the world and air strip maps are included.

Catalogue of Maps, compiled by Directorate of Overseas Surveys, 20 $\frac{1}{2}$ \times 13 $\frac{1}{2}$ in., 1960. 10s. Agent: Edward Stanford Ltd.

This catalogue provides an indispensable source of maps on all scales for overseas territories. A monthly map additions list is automatically supplied to all purchasers.

Agents for all official foreign maps (all scales) for France, Switzerland, Italy, Germany, etc., are Edward Stanford Ltd., 12-14 Long Acre, London, W.C.2. These maps can also be obtained from Sifton Praed and Co. Ltd., 67 St. James's Street, London, S.W.1. Edward Stanford Ltd. publish a comprehensive *Map Bulletin* annually in which is given a list of maps and atlases published by many official foreign and overseas surveys. The following maps are a selection from this most helpful list:

WORLD

1:1,000,000 International Map of the World, series, various prices.
 1:25,000,000 Population Map. 2 sheets. Danish text. 64 x 49 in.
 52s. 6d. per set.
 1:25,000,000 Climate and Vegetation Zones. 2 sheets. Legend in
 Danish and English. 70s. per set.

EUROPE

1:9,000,000 Physiographic Diagram with text. 2 sheets, 19 x 24 in.
 5s.
 1:3,250,000 Economic Map, 2 sheets, explanation in English. 1953.
 Published in Sweden. 53 x 64 in. 70s.
 1:10,000,000 Soil Map in black-and-white, text in German. Issued by
 International Society of Soil Science. 10s. 6d.
 1:5,000,000 Geological Map. Text and cross sections. Overprinted
 names. 24 x 38 in. 5s.
 Atlas of Western Europe. Economic, etc. J. Dollfus.
 1963. 32s. 6d. (See p. 96).

AUSTRIA

1:100,000 Walking Series. 6s. 6d. to 7s. 6d. per sheet.

BELGIUM

1:100,000 Topographical Series. 7s. 6d. per sheet.

CYPRUS

1:253,440 Administrative Map, showing physical features. 5s. 6d.
 1:250,000 Land Use Map of Cyprus. 3s.

CZECHOSLOVAKIA

1:200,000 Austrian Staff Survey. 4s. per sheet.
 Atlas Czechoslovakia 1960 edition, text in Czech. 17s. 6d.

DENMARK

1:40,000 Topographical. 7s. 6d. per sheet.
 1:500,000 General Map. 8s.

FRANCE

1:50,000 Topographical, in colours (series incomplete). 6s. 6d.
 per sheet.

FRANCE (*continued*)

1:100,000 Topographical, in colours (series incomplete). 6s. per sheet.

1:1,000,000 Hypsometric (Relief) Map of France, 2 sheets. 16s. per set.

1:1,000,000 Geological Map of France, 4 sheets, 1955. 82s. 6d. per set.

WEST GERMANY

1:750,000 Western Germany: Political, shows population of individual towns. 8s.

1:50,000 Topographical Series, 7-colour map with relief shading. 6s. 6d. per sheet.

1:1,000,000 General Population Map. 1950. 15s.

EAST GERMANY

1:500,000 Eastern Germany: Political. 8s.

ICELAND

1:1,000,000 Physical Map. 10s. 6d.

1:750,000 Physical Map. 17s.

1:250,000 Topographical Series in 9 sheets. 9s. per sheet.

ITALY

1:100,000 Topographical (with or without relief shading). 10s. 6d. per sheet.

1:1,500,000 Economic Map of Italy in French. 7s. 6d.
A.C.I. Atlas of Italian Cities. 170 plans and text.
9½ × 11 in. 15s.

NETHERLANDS

1:50,000 Topographical. 7s. 6d. per sheet.

1:400,000 Inland Waterways. 8s. 6d.

1:600,000 Geological with summary in English. 10s. 6d.

NORWAY

1:1,000,000 Topographical. 10s. 6d. per sheet.

1:100,000 Topographical. 5s. 6d. per sheet.

PORTUGAL

1:400,000 Topographical, 3 sheets. 18s. per set.

1:1,000,000 Geological, with Portuguese text. 9s.

SPAIN

1:1,000,000 Relief Map of Iberian Peninsula. 35s.
 1:2,000,000 Physical Map. 8s.
 1:1,500,000 Geological Map, cloth backed. 27s. 6d.

SWEDEN

1:1,000,000 General Physical Map, 2 sheets, 36 × 74 in. 31s. per set.

SWITZERLAND

1:100,000 Topographical, New Series, 7s. 6d. per sheet.
 1:50,000 Topographical, New Series, 7s. 6d. per sheet.
 1:300,000 Industrial Map. 37s. 6d.

AFRICA

1:2,000,000 Wall Map of West Africa, 3 sheets. Paper 30s. Cloth on rollers 40s.

GAMBIA

1:125,000 DOS. 502. Topographical. 3 sheets. 1957. 4s. 6d. per sheet.
 1:25,000 DOS. 3001. Land Use Maps. 3s. 6d. per sheet.

GHANA

1:500,000 Road Map. 4 sheets, each 32 × 25 in. 16s. per set.
 As above, linen folded, 2 sheets. 10s. 6d. per sheet.
 1:400,000 Wall Map of Ghana, 52 × 76 in. On linen with rollers, 40s.
 1:250,000 Topographical Series. 2s. per sheet.
 1:125,000 Topographical Series. 2s. per sheet.
 1:62,500 Topographical Series. 2s. per sheet.
 1:1,000,000 Geological Map of Ghana. 10s.
 Portfolio of Ghana Maps—Administrative, Physical, Soil, Geological, Agricultural, Mineral, Rainfall, Isogonic Chart, Accra Plan, Kumasi Plan, Bekondi-Takoradi, Volta River Project. 21s. per set. Also sold separately.

NIGERIA

1:3,000,000 Set of 23 maps $18\frac{1}{2} \times 15\frac{1}{2}$ in., showing Agricultural, Communications, Domestic Trades, Forest Reserves, Forest and Game Reserves, General, Geological, Industries and Main Agriculture Exports and Mineral Deposits, Isogonic, Isothermal, Languages and Dialects, Mean Annual Rainfall, Mean Maximum Temperature, Mean Minimum Temperature, Medical Facilities, Outline, Physical, Population, Railway and Principal Commodities, Regional—Provincial and Divisional (boundaries), Tribal, Vegetation, Vegetation Zones. 4s. each.

1:1,750,000 Road Map of Nigeria 26×32 in. 6s. Cloth with rollers, 7s. 6d.

1:1,000,000 Physical Map. 4 sheets. 45×56 in. 30s. per set. On rollers, 55s.

1:25,000 Kano City and Environs. 4s. 6d.

REPUBLIC OF SOUTH AFRICA

1:2,000,000 State Forestry Map, 1953. 9s.

1:1,500,000 Rainfall Map. 20s.

1:1,500,000 Population Distribution. 1951. 2 sheets with text. 15s. per set.

1:1,500,000 Agro-Economic Map. 2 sheets with text. 20s.

1:1,500,000 Vegetation Map. 2 sheets, 1947–1951, with text. 20s.

1:2,000,000 Mineral Map. 8s.

1:5,000,000 Economic Map of Southern Africa, 1956, in French. 6s.

Land Use Studies in the Transvaal Lowveld, by Monica M. Cole. 5s. (out of print).

Natal Tugela Basin. A regional survey. 35s.

NORTH AMERICA

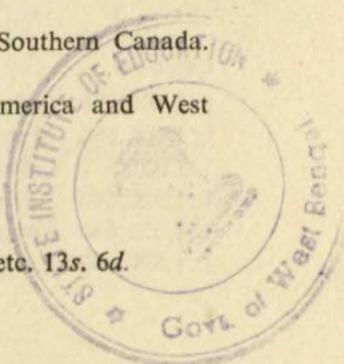
1:5,000,000 Topographical. United States and Southern Canada. 46×35 in. 35s.

1:5,000,000 Topographical. Mexico, Central America and West Indies. 46×35 in. 35s.

ALASKA

1:2,500,000 Hill Shaded Relief Map. 8s. 6d.

1:2,500,000 Base Map, showing roads, airports, etc. 13s. 6d.



CANADA

1:500,000 Topographical Series. 6s. per sheet.
 1:250,000 Topographical Series. 5s. 6d. per sheet. Indexes are available, 2s. per set.
 1:200,000 Topographical Series. 5s. 6d. per sheet. Indexes are available, 2s. per set.
 1:63,360 Topographical Series. 5s. 6d. per sheet. Indexes are available, 2s. per set.
 1:50,000 Topographical Series. 5s. 6d. per sheet. Indexes are available, 2s. per set.
 1:250,000 Land Use Series. 3s. per sheet.
 1:7,603,200 Geological 1953 Survey. 7s. 6d.
 1:3,801,600 Geological in 2 sheets, 1945 edition. 16s. per set.
 1:7,603,200 Principal mining areas and producing mines. 5s.
 1:1,900,800 British Columbia, Relief Map. 10s. 6d.

UNITED STATES OF AMERICA

1:5,000,000 Physical Map. 15s.
 1:125,000 Topographical Series. 4s. per sheet.
 1:62,500 Topographical Series. 4s. per sheet.
 1:31,680 Topographical Series. 4s. per sheet.
 1:24,000 Topographical Series. 4s. per sheet.
 1:5,000,000 Geological Map. Text and cross sections, overprinted names. 24 × 38 in. 5s.
 Atlas of American Geology. Diagrams, drawings, exercises. 100 sheets. 8½ × 11 in. In envelope, unbound, 21s. 6d.

SOUTH AMERICA

1:5,000,000 Topographical Map of South America, 2 sheets, each 46 × 35 in. 35s. per sheet.

ASIA

CEYLON

1:1,500,000 Coloured and layered. 9d.
 1:1,506,880 Motor Map, physical, with town insets. 36 × 24 in. 3s.
 1:12,500 City of Colombo. Uncoloured 3s., coloured 4s. 6d.
 1:1,520,640 Agricultural Map. 1s. 6d.
 1:1,520,640 Population Map, 1946. 2d.
 1:1,520,640 Rainfall. 6d.

CEYLON (continued)

1:253,440 Land Utilization Map on 4 sheets. 25s.
 1:253,440 Plantation Map on 4 sheets. 45 x 50 in. 30s.
 1:1,520,640 Provisional Geological Map. 2d.
 1:1,520,640 Mineral Map. 2d.
 1:10,000,000 Azimuthal Map of World centred on Colombo. 40 x 36 in. 4s. 6d.

HONG KONG

1:80,000 Land Use Map with text. 10s.
The Development of Hong Kong and Kowloon. 27 maps and charts. 26 pp. of text. 10s.

ISRAEL

1:250,000 General Map in 2 sheets. Relief Series. 16s.
 1:500,000 Land Use Capabilities for Dryland Farming. 4s.
 1:500,000 Land Use Capabilities for Irrigable Land. 4s.

MALAYSIA

1:5,000,000 Vegetation Map of Malaysia and Indonesia. 16s. 6d.
 1:500,000 Physical Map of Malaya in 2 sheets. 41 x 54 in. 17s. 6d. per set.
 1:10,000 Kuala Lumpur Town Plan. 9s. 6d.
 1:750,000 Malaya. Land Utilization. 6s.
 1:750,000 Malaya. Forest Resources. 7s. 6d.

U.S.S.R.

1:4,000,000 Vegetation Map. 42s. per set.
 1:10,000,000 Geological Map. 1960. 10s. 6d.

AUSTRALIA AND NEW ZEALAND

AUSTRALIA

1:1,000,000 Geographical Series. 5s. per sheet.
 1:6,000,000 Topographical. 1960. 5s.
 1:250,000 New South Wales. Topographical Series. 10s. per sheet.

NEW ZEALAND

1:2,000,000 General Map. 7s. 6d.

NEW ZEALAND (*continued*)

1:1,000,000 Topographical Maps. North and South Islands. 2 sheets. 7s. 6d. per sheet.

1:500,000 Topographical Maps. 5s. per sheet.

1:2,000,000 Geological Map of New Zealand. 1962. 10s. 6d.

1:2,000,000 Soil Map of New Zealand. 1948. 3s.

ANTARCTICA

1:10,000,000 Azimuthal Equidistant Projection (Australian Official Survey). 40 × 30 in. 5s.

R. ALLISON.

12. School Broadcasting

The geography teacher now has a wide variety of programmes available for use both in sound and television broadcasting. The broadcasts aim to supplement and enrich the work of the teacher. A good broadcast is able to stimulate the imagination of the children as well as enlarging their experience. Both the School Broadcasting Council and the Independent Television Authority have large organizations behind them which are able to produce quality programmes. If used effectively by the teacher these programmes are able to provide an incentive to learning for children in both primary and secondary schools. Results have shown quite clearly that worthwhile and interesting work has been produced as a result of watching or listening to broadcasts. At present, emphasis is being placed on the presentation of sample study material to counter generalizations and encourage work on actual living situations. In this connexion school broadcasting has much to offer.

Sound Broadcasts

There are two programmes which form the basis of sound broadcasting in geography; 'Travel Talks' which is aimed at the 9-12 age group, and 'Geography' for the 13-15 year olds. 'Travel Talks' can be used, therefore, both in the primary school and in the lower forms of the secondary school. Besides these two series there are other broadcasts which may be useful to the teacher of geography. They are 'People, Places and Things', intended for the 8-10 year olds, and 'Past and Present' for the 10-13 year olds. There are also two series which are specially prepared for Scottish schools; 'Exploring Scotland' and 'This is My Country'.

The broadcasts given in 'Travel Talks' are not intended to give a systematic coverage of the subject and no one broadcast is dependent

on another, although there is usually a connecting link in the series as a whole. The aim of 'Travel Talks' is to enlarge the experiences of children by providing descriptions of people, their everyday life and the environment in which they live. The method of presentation varies from descriptions by travellers or natives of the country to a dramatic presentation of typical characters and scenes. There is no attempt made to provide a mass of information to be learnt, and the emphasis is placed on developing an interest in geography. In 'Geography', however, there is a recognition of the fact that a more systematic presentation is needed and, in consequence, a regional pattern is covered. At the time of writing the advertised sequence is:

- 1962-63 Australia; New Zealand; Africa; South America.
- 1963-64 The British Isles.
- 1964-65 North America; Europe; China.
- 1965-66 The British Isles.
- 1966-67 The U.S.S.R.; India and Pakistan; Japan and South East Asia.

For all the series the B.B.C. provides Notes for the Teacher and Pupils' Pamphlets.

The Teacher's Notes give the contents of the programmes so that the teacher is able to fit in the broadcast with any particular scheme of work and lesson preparation is made easier. In 'Travel Talks' there is a map provided for each lesson on which is located the places referred to in the broadcast plus a paragraph of background information giving up-to-date statistics. The Teacher's Notes for 'Geography' include useful suggestions for preparation and follow-up.

The Pupils' Pamphlets contain very useful background pictures, and there are customarily three to six for each broadcast. In both 'Travel Talks' and 'Geography' a useful text and maps are given. The quality of the photographs is very good and they can often be used as bases for lessons in themselves. The use of the Pamphlets is generally considered desirable and, for a number of series, essential.

In order that timetable arrangements can be made, the B.B.C. Publications Department sends an annual time-table to the Heads of all schools registered with the School Broadcasting Council, and this gives a summary of all the series, with days and times of transmission, in the school year starting in the following September. In May the Annual Programme is sent out and this gives details of the aims of the

series, intended age groups, the Notes and Pamphlets, the titles, days and times of broadcasts. The Teacher's Notes are issued free for sound and television broadcasts. The current prices of the Pupil's Pamphlets are 9d. for the primary school series and 1s. for the secondary school ones. However, there is a discount of 12½ per cent on orders for all three terms of the year. Schools requiring information should write to any of the addresses below:

The Secretary, The School Broadcasting Council for the United Kingdom, 3 Portland Place, London, W.1.

The Secretary, The School Broadcasting Council for Scotland, 5 Queen Street, Edinburgh, 2.

The Secretary, The School Broadcasting Council for Wales, 39 Park Place, Cardiff.

The Broadcast Lesson

The lesson which makes fullest use of a sound broadcast can be divided into three parts.

1. The preparation.
2. The broadcast itself.
3. The follow-up.

The preparation of the class so that it gains most from a broadcast will vary considerably. The teacher knowing the basic contents of the lesson will recognize the difficulties which the class may experience, e.g. unfamiliar terms or concepts which are going to be introduced. It is customary either to draw a map showing the area or region to be covered or to allow the pupils to study the map in their atlases or pamphlets. The suggestions for preparation given in the Teacher's Notes for 'Geography' are very useful. For a recent lesson on a coffee *fazenda* in Brazil a list of coffee-exporting countries was given with the coffee export figures, and it was suggested that a diagram might be drawn to show the importance of Brazil as a coffee-exporting country. It was also suggested that the class might collect information on other coffee-exporting countries especially noting the climatic conditions and cultivation methods. Much will depend on the time available before the lesson, but the less able classes will need more preparation. One should not spoil the broadcast for the children by going over all the salient points beforehand.

While the broadcast is taking place the pupils can have their atlases and pamphlets open before them as this will enable them to visualize more easily some of the descriptions given, and to find

rapidly the location of the places mentioned. It is preferable not to allow note-taking until after the broadcast.

A follow-up is essential if the most is to be made of the broadcast. It is usual to follow the programme with a discussion of points arising, which enables the teacher to emphasize the important points and to clear up any misconceptions. In some primary schools the children make a 'Broadcast Book' or 'Travel Book' which is filled with maps and diagrams, pictures drawn by themselves or obtained from the pamphlet or other sources, and descriptions or notes on the subject matter of the broadcast. The children should be encouraged to search for further information from geography books, encyclopaedias and magazines. A class wall map can easily be drawn on sugar-paper with a felt pen so that the places mentioned can be placed on the map, pictures added and countries outlined. The secondary school pupil should also make some record of the broadcast, and this can include maps, diagrams, descriptions and pictures.

Sound broadcasting can be a very valuable aid to the teacher. As the School Broadcasting Council has said: 'It can offer first-hand material and up-to-date information. It may also offer skilled interpretation. It is a commonplace to say that a speaker describing conditions or places that he knows can bring to his account an authority and an authenticity that one talking from hearsay can hardly command'. The teacher is under no obligation to listen to the whole series. In many cases by means of careful selection the broadcasts can be fitted in more easily to schemes of work. If possible the teacher should tape-record the programme, and only make use of it if it is considered to be of benefit to the class. The tape can also be played back at a time which is more suitable than the time of the original broadcast. The B.B.C. now allows tapes of school broadcasts to be retained for use until the end of the school year in which they were made.

An interesting development is now taking place in what is called 'radio-vision'. This consists of showing a specially prepared filmstrip in conjunction with a sound radio broadcast which can be tape-recorded by the school. It can be used a number of times if required. In geography the experiment began in the spring term of 1964 with two programmes for the 13-15 year olds.

Television broadcasts

School television broadcasts are no longer in their infancy. The

producers of these programmes now have had considerable experience in planning the broadcasts to fit in with school requirements. One of the main advantages of television is that the producers have at their disposal many methods of presentation so that a programme may be based on studio work in which considerable use is made of maps, models, animations, still photographs, demonstration equipment, etc., or may be one in which specially shot film is used. The great advantage of the latter over the normal cine-film is that it is completely up to date and has been taken for a particular illustrative purpose. The television programmes not only enable children to learn more, but they may help the class teacher to teach better. The programmes are informative and often stimulating so that, with appropriate follow-up work, good results can be obtained.

As yet it is not possible to record television programmes in the schools and, therefore, the programmes must be received at the times at which they are transmitted, though it should be noted that there is normally a repeat. Despite the handicap that times of programmes do not always coincide with lesson times, the teacher should aim, as with sound broadcasting, to divide the lesson into preparation, broadcast and follow-up.

The broadcasts available for the geography teacher are 'People of Many Lands' for the primary school and 'Geography' for the secondary school. For the last three years the former has been broadcast during the autumn term, while the latter has been available for two terms. Amongst other programmes which may be useful are 'New Landscapes', broadcast for secondary schools, and 'Signpost' for the primary schools. Teacher's Notes and Pupil's Pamphlets are available for all the series. The 'Geography' broadcasts vary in content and approach. In some instances specially shot film is used to give one-term series of sample studies, e.g. 'Looking at the U.S.A.' and 'Looking at Britain', while another series was devoted to 'Physical Geography'.

Independent Television Authority

Of the four companies which have produced school broadcasts only Associated-Rediffusion, the London-based weekday company, has so far made programmes in geography. Series which have been transmitted include: 'People Among Us', 'La Dordogne—The Story of a River', 'Maps and Men', 'London—Capital City' and 'The British Isles'. All these programmes were intended for children in secondary schools.

At the time of writing there are no scheduled geography programmes. However, there are two series of programmes intended for primary schools: 'The World Around Us' and 'Story Box'. The former is intended for the age range 10-12 and includes subjects such as 'People at Work' which can be used in geography lessons. 'Story Box' is intended for the 8-10-year-olds and includes programmes on 'Everyday Things'.

D. G. MILLS.

13. The Use of Closed-circuit Television in Geography Teaching

Closed-circuit Television has already been installed in a few schools. The equipment, which need not necessarily be in one particular room, normally consists of one or two cameras with monitor sets, a sound system and extra lighting. Receiving sets may be installed in any number of rooms. A speak-back system is necessary so that the teacher may ask questions of the class and *vice versa*.

The advantages of closed-circuit television are:

1. Children tend to concentrate very intently on the screen.
2. Geography is a subject in which visual illustration is extremely important and television, being a visual medium, is therefore very suitable for geography teaching. Very effective use can be made of models, charts and diagrams.
3. Television cameras are able to magnify the size of small objects, e.g. rock samples, with the result that children can see these things far more clearly than under normal classroom conditions.
4. Visual illustrations from books and magazines can be easily used, and these may also be magnified, if necessary, so that the picture fills the screen. Films and filmstrips may be incorporated in a lesson as cameras can pick up the picture from a screen. Telecine equipment is preferable if it can be obtained.
5. Maps tend to stand out more clearly when shown on the screen, as the children see only the map and not the surroundings of the blackboard as in the classroom.
6. It is possible for teachers to specialize in the parts of the subjects in which they are particularly interested. A teacher may give lessons on India, for example, to a number of forms instead of just one.
7. Lessons given by C.C.T.V. tend to be very effective because they must be thoroughly prepared. As the lessons go out to a number of

forms this makes it worth while. All the materials prepared for the lessons may be kept and used on future occasions.

Preliminary investigations show that lessons given by C.C.T.V. do help very considerably in the learning process. It is not intended that children should receive a large number of these lessons, but that C.C.T.V. should be used when it is felt that greater interest in the subject may be stimulated.

The form which the lesson takes can vary. It is possible for the teacher to give a lesson for twenty minutes, and for the rest of the period to take the form of follow-up, or the lesson may be broken into sections with work being set during the lesson and the teacher returning to the screen on being informed from the classrooms that the work has been completed. At the present time it is customary for other teachers to remain in the classrooms with the forms and they can help in the follow-up work.

The main advantage which C.C.T.V. has over the open-circuit broadcasts of the B.B.C. and I.T.A. is that the lessons can be related to the needs and interests of the children in the one particular school. Lessons can easily be planned for higher and lower ability ranges, and the strengths and weaknesses of the classes can be taken into account. The teacher is also known to the children being taught, and this helps them to accept the new teaching situation.

D. G. MILLS.

14. Projection Apparatus and the Geography Teacher

Choice of projection apparatus and method of employing it must be largely governed by individual teaching conditions. There are, however, certain cardinal points which are generally agreed. While a case can be made out for a geography room which can be completely darkened, it is a fact that most schoolrooms have no such facility. Furthermore, partial light in a room or 'controlled daylight' has many teaching advantages. To give an adequate picture under such conditions a projector capable of a brilliant screen illumination is essential. The arguments for normal forward projection or else from the rear through a translucent screen are lengthy. In both cases if the size of picture can be kept small—30 in. wide is usually accepted as a usable minimum—much can be achieved by simple experiments. Some of the reflective screen surfaces can be useful when suitably placed although the comparatively small satisfactory viewing angle

must be borne in mind. For experimental purposes, a rear projection screen may be improvised from a picture frame and tracing paper or a plastic. For permanent use there are many commercial units although some are rather bulky in a normal classroom. It is sometimes possible to arrange a built-in screen behind blackboard fittings while one of the makers of rotating chalk boards makes a most useful screen fitting which fastens to the top of the board frame.

Some points to which consideration should be given when selecting apparatus:

The STANDARD EPIDIASCOPE. This projects, on the *diascope side*, from lantern slides $3\frac{1}{4}$ in. square and may also have attachments to take 2 in.-square slides and filmstrips. It can be capable of excellent screen illumination. On the *episcope side* it will project without photographic preparation from map, diagram, picture or printed page. It needs virtual complete blackout to be effective as the picture is shown by reflected light from the original. The episcope is available in a simplified form without the diascopic facility and for those who consider the $3\frac{1}{4}$ in.-square slide is no longer needed this could well be a wise choice with the miniature dioscope referred to below.

The OVERHEAD PROJECTOR. This is an adaptation of an old idea and is in reality an episcope with the illuminant *below* the specimen table. The subject must be transparent or translucent and is projected by *transmitted* light in differentiation from the reflected light of the usual type of episcope which uses an opaque original. There are many interesting ways of producing the translucent originals for geography teaching which include simple drawing on transparent plastic with chinagraph pencil or ink, by the spirit duplicator process for maps or diagrams in colour and the dye-line process which is usually thought of as being in black-and-white although it may also be carried out in some colours. The resultant projection from any of these methods can usually be used in conditions of normal lighting.

The MINIATURE DIASCOPE. This is often called the filmstrip projector but has other valuable facilities. It can project from single-frame filmstrips, those made double-frame or Leica size, 50 mm.-square slides, colour or mono-chrome transparencies mounted into any form of holder, some specimens and typed or drawn material. Double-frame filmstrips give double the screen illumination of single for a given size which is an important point when seeking maximum screen brilliance in partial or full-light. Micro-slides can also be shown, sometimes with a special attachment.

The usual school filmstrip projector has a 300-watt lamp or, with

the more powerful machines, 750-watt or 1,000-watt. These can all now be bought to run direct from the mains supply thus avoiding the weight and expense of a transformer. To dissipate heat a blower is used with all more powerful projectors and it is important not to exceed the wattage of lamp for which the apparatus is designed to avoid risk of heat damage. The wattage of lamp, however, is no direct criterion of screen illumination. Quite a number of projectors on the market, particularly for 2-in. square slides, use a low-voltage 100-watt lamp which, with a correctly designed optical system, can give excellent screen illumination. If in any doubt it is suggested that instruments should be tried out under actual teaching conditions and not under the usually artificial conditions of an agent's showroom.

Colour transparencies are increasingly available for the use of the geographer. They can be purchased commercially ready for use or may be taken personally by the student or teacher. There are very many cameras on the market suitable for this and they are priced from a few pounds upwards. In nearly every case the standard 'Leica' size of 36-mm. by 24-mm. taken on 35-mm. film will be found the most convenient. With this 'double-frame' size some consideration should be given to the focal length of the lens to be used. In an average classroom a 5-in. or 6-in. lens will be found more convenient for forward projection than the more usual 4-in. There are also obtainable cameras which employ a single frame size of 24 mm. by 18 mm. thus doubling the number of pictures on a given length of film. Where the greatest economy of film stock is imperative this has some merit but, as already stated, the screen illumination will be reduced and, of course, the greater magnification of the image demands the highest possible quality in the original.

Magazine projectors for slides, particularly those with remote control, offer a valuable facility. Their use with a tape-recorder, with either natural sound or commentary or both, opens up fields worth exploring. Usually it is sufficient to match the slide movement to the sound in non-synchronized fashion although at least one projector is capable of being moved on by a supersonic pulse from the tape.

For small groups quite a low-priced instrument will give satisfaction provided the picture size is kept small and suitably shrouded from surrounding light. Such projectors are available for student use from about £10 upwards.

MOTION FILM PROJECTORS. It is necessary to refer to two gauges of film both of which have their place in current educational usage.

First to deal with the 16-mm. size which includes all the general run of library films. That the silent geographical film can be excellent is undoubtedly, but there are many advantages in the sound film and in projectors which can show either. It is a fact that at the present time there are very few 16-mm. silent geographical films being produced. Now that there are several lighter weight but robust sound projectors on the market at a price something like 70 per cent more than the comparable 16-mm. silent one the ready portability and other advantages of the latter are less apparent. Whether light weight should take precedence over the utmost fidelity of sound reproduction is a decision which will be dictated by circumstances.

With the development of good quality 8-mm. films in colour at a fraction of the cost for stock compared with 16-mm. a whole range of possibilities opens up in the educational field. Not only are initial and running costs much reduced but lightness and compactness of apparatus, both camera and projector, greatly facilitate handling. Sound on magnetic stripe can provide a further feature with some 8-mm. projectors.

The Technicolor 800 E projector with cassette operation virtually eliminates the need for any technical expertise in use. The running time of the cassettes is a maximum of a little over five minutes and the method is most usefully employed for short single concept films. These are available commercially or may be made by the teacher or student on any 8-mm. camera. They can be inserted into cassettes, after suitable lubrication and jointing, at a cost of 7s. including the cassette.

The Technicolor 800 E projector basically employs the well-established 'loop film' or 'short-cycle' film but its advance lies in its simplicity of operation and in the lightness and relative low cost of the apparatus.

Experience has shown that it is vital for prospective users to attain some real facility in the ready handling of projection apparatus and in the care of films before any attempt is made to use the visual material they offer. If this study of the basic requirements is only superficially undertaken nothing but frustration and dissatisfaction are likely to result—not to mention expensive misuse of apparatus and films and filmstrips. It is a requirement of the largest local education authority in this country that evidence of proficiency is first shown before projectors or films owned by the authority can be handled in the school. There is unanimous opinion among the knowledgeable of the necessity for a reasonably good standard before any real continued benefit

can be obtained from the assimilation of the powerful teaching medium of the film and filmstrip into the classroom lesson.

All makers of 16-mm. sound film projectors now make models which in addition to reproducing from optically recorded sound can also record and reproduce from magnetic sound on stripe along the edge of the film. This magnetic stripe (similar in principle to the tape-recorder) enables one to record, re-play, erase and re-record at will commentary or natural sound to the film. This powerful facility, while used extensively in film production and at commercial levels, remains somewhat costly for general educational use.

USEFUL PERIODICALS

Film User—monthly from Current Affairs 2s. or 24s. p.a. Has from time to time much valuable material and the annual index of film sources published in the August issue is of special note.

Visual Education—monthly from National Committee for Audio-Visual Aids in Education cost 1s. 6d.—3s. Has many practical education articles and much other material of interest. Annual Yearbook issued in July contains comprehensive list of apparatus and materials with current prices.

As these two sources provide up-to-date information about availability and cost of apparatus and material and as new apparatus is constantly becoming available it is thought better to refer to these periodicals than to list what is on the market at the time of writing but which may well be superseded or improved or altered in price in the near future. *Film User* run on their back page an information service so that a convenient choice of price lists and details may be readily obtained at the time of ordering.

N. J. ATKINSON.

15. Duplicators

It is essential for the teacher of geography to have means of duplicating maps, diagrams, charts and other material.

COMPOSITION OR CLAY TRAYS

The least expensive method is by the use of a composition or clay tray. The map or diagram to be reproduced is drawn in special ink (any number of colours may be used on the one map) upon a sheet of hard paper. When dry, it is evenly pressed face downwards upon the composition or clay, and then carefully removed. The ink impress

will then be clearly seen on the composition or clay. Copies are then taken off, one at a time, by gently and evenly pressing a sheet of paper over the tray and removing quickly. By this means upwards of fifty good copies (in colour) can be obtained from the prepared sheet. After use, the composition is boiled and re-set or, in the case of the clay, the top layer removed with a scraper.

One firm which supplies such equipment is *The Crusader Manufacturing Co. Ltd.*, Berwick Road, London, E.17.

Graph Copier (hectograph). Foolscap size. With ink and sponge £1. 2s. 6d.

ROTARY DUPLICATORS

The quickest method of duplication, and with the advantage that stencils can be retained for future use, is by means of a *rotary duplicator*. There are two main types suitable for use in schools: *ink duplicators* and *spirit duplicators*. The ink duplicator uses an impression cut in a special stencil from which up to 2,000-3,000 copies may be obtained; the spirit duplicator requires a master sheet from which up to 200 copies can be printed. It is, however, a very useful machine for giving multi-coloured copies quickly.

INK DUPLICATORS

Ink duplicators are available from the following and other firms: *Gestetner Duplicators (B.S.O.) Limited*, Gestetner House, 210 Euston Road, London, N.W.1.

Scholar Model. An automatic rotary duplicator designed for hand use. Complete £33.

Stencils.	No. 6 per quire 22s. 6d. plus 3s. 9d. tax.
Stencils.	No. 62 per quire 14s. 6d. plus 2s. 5d. tax.
Stencils.	Green 'Academy', per quire 17s. 6d. plus 2s. 11d. tax. Translucent, for tracing maps, etc.
Stencils.	Duroprint Map outlines 3s. 10d. plus 2d. tax.
Black Ink.	16s. plus 2s. 8d. tax.
Coloured Inks.	17s. plus 2s. 10d. tax.

Gutteridge, Sampson, Ltd. 151 Farringdon Road, London, E.C.1.

No. 1 Rotary Duplicator. Printing area $6\frac{1}{2} \times 4$ in. £3. 19s. 6d.

No. 2 Rotary Duplicator. Printing area $8\frac{1}{2} \times 6$ in. £4. 19s. 6d.

No. 3 Rotary Duplicator. Printing area 13×8 in. £9. 9s. 0d.

Automatic Portable Rotary Duplicator 21 guineas.

Stencils vary according to size of machine, from 8s. 2d. per quire to 19s. 3d. per quire.

These machines are manually operated.

The Mapograph Company Ltd., 440 High Road, Chiswick, London, W.4.

The Mapograph Rotary Stencil Duplicator. Size of impressions 7 x 3 in. Complete outfit £2. 5s.

Roneo Ltd., 53/65 Whitfield Street, London, W.1.

Manual '350' Duplicator with colour unit £86. 10s.

Manual '350' Duplicator without colour unit £76.

'250' Portable Duplicator £43. 10s.

Stencils 19s. 3d. and 25s. 8d. per quire, including tax.

Both Gestetner Ltd. and Roneo Ltd. supply a wide range of aids useful in the preparation of stencils, including stencil frames, special pens and prepared stencil outlines. Details on application.

SPIRIT DUPLICATORS

The spirit duplicator uses a master copy drawn with the aid of coloured carbons. They are available from the following firms:

BANDA

Block and Anderson Ltd., Banda House, Cambridge Grove, Hammersmith, London, W.6.

Spirit duplicators for school use:

Model portable £24. 10s.

Model 10. £34. 10s.

Model 10D. Brief size £53. 12s.

Model 15. £50. 10s.

Model 90 HAF. £85.

Automatic Banda 50. £98.

These are special educational prices. Electrically operated machines are also available.

Master sheets, transfer sheets in red, green, black, blue, yellow and brown, and transfer fluid available. Discounts are available to schools.

The Banda Visual Aid Service produces the Bandatrace which is a pre-drawn master to which the teacher can add. Subjects include maps of the continents and the world. Bandatrace are supplied in sets of three at 6d. a set, minimum order 5s.

FORDIGRAPH

Office Mechanization Ltd., Ofrex House, Stephen Street, London, W.1.

Consul Hand Operated, hand feed. £30.
Consul Hand Operated, with auto feed. £45.
Ambassador Hand Operated. £75.
Ambassador Electric. £98.

ORLID

The Educational Supply Association Ltd., School Materials Division, Pinnacles, Harlow, Essex.
Orlid Portable Duplicator. £24. 3s.

RONEOSPRITE

Roneo Ltd., 17 Southampton Row, London, W.C.1.
Model 25. Hand operated £37.
Model 50. Automatic feed. £62. 10s.
Sometimes an educational discount is allowed.

PHOTOCOPIERS

There is an increasing range of equipment designed to reproduce material by electronic and photostatic methods. The equipment is rather expensive and usually costs from £50. Most of the firms listed below have a range of photocopiers available, and many give demonstrations without obligation. It is important to discover how many copies it is possible to obtain from the original. A number of these firms will also make photocopies from originals sent to them.

Block and Anderson Ltd., Banda House, Cambridge Grove, Hammersmith, London, W.6.

Contoura Photocopying Ltd., 52A Cromwell Road, London, S.W.7.

Copycat Ltd., Greycourt Place, London, S.W.1.

A. B. Dick Company of Great Britain Ltd., Cavendish House, 57-59 Uxbridge Road, Ealing, London, W.5.

Gestetner Ltd., Tottenham, London, N.17.

Ozalid Company Ltd., Langston Road, Loughton, Essex.

Roneo Ltd., 17 Southampton Row, London, W.C.1.

Smith-Corona Ltd., Smith Corona House, 248-250 Tottenham Court Road, London, W.1.

It is now possible to photocopy stencils for ink duplicators and master copies for spirit duplicators direct from originals. Amongst models available are:

The Gestefax, which will reproduce from an original directly on to a plastic stencil (this model is produced by Gestetner);
 The Copycat Carbostat enables an original to be photocopied on to a master copy for a spirit duplicator.

MAP ROLLS AND STAMPS

The following supply permanent map rolls and stamps:

The Mapograph Company Ltd., 440 High Road, Chiswick, London, W.4.

The mapograph is an appliance which can be used to print outlines of maps or diagrams into exercise books or on to sheets of paper. It comprises a spring frame into which the rubber rolls are inserted. The standard size is $7\frac{1}{4} \times 5\frac{1}{4}$ in.

Standard size outfit with one roll, inkpad, ink, brush, handle, and map roll box £2. 15s.

Major size outfit £3. 5s.

Map rolls £1. 3s. 9d.

Contour and Dual rolls £1. 6s. 3d.

Major map rolls (foolscap size) £1. 11s. 3d.

Inkpads 12s. 9d.

Standard size handle 15s.

Major size handle 17s. 6d.

Foolscap size now available. Outfit with 1 roll £3. 5s. Additional rolls £1. 11s. 3d.

A considerable number of map rolls are available which cover most regions of the world. There are also rolls for local areas in the United Kingdom.

Gutteridge, Sampson, Ltd., 151-153 Farringdon Road, London, E.C.1.

The firm produces Emgee Memo Stamps, used in the same way as rubber stamps. The stencil is cut on a typewriter or with a stylus pen. Indefinite number of copies obtainable.

Small memo stamp. Printing area $3\frac{1}{2} \times 2\frac{1}{2}$ in. £2. 9s.

Large memo stamp. Printing area $6\frac{1}{2} \times 4$ in. £3. 10s.

Major memo stamp. Printing area $8\frac{1}{2} \times 6$ in. £4. 18s.

D. G. MILLS.

SECTION IV

VISUAL AIDS

1. The Use of Visual Aids

The use of a variety of visual aids forms an important part of good teaching today. For the geographer their use is essential, for the basic task in geography teaching is to ensure that children are able to imagine accurately and to interpret correctly the 'conditions of the great world stage'. It is clear that considerable use must be made of pictures which are able to convey accurately typical scenes of peoples and their environments. Other visual aids, particularly models, may be used to help with interpretation problems. The geography teacher is fortunate that there are now many sources of visual aids readily available, and they can give the teacher most valuable assistance.

The use of the blackboard must not be underestimated. Building up maps and diagrams in front of the class in a clear way with the use of coloured chalks is a most effective teaching method. The best illustrations are the simple ones. More elaborate work can best be displayed in other ways, e.g. on wall charts. In drawing map outlines on the blackboard the lines should be firm and bold, and there is no point in meticulous accuracy. The use of different colours is important since contrasting colours do help in interpretation. When drawing sketch maps there is much to be said for always using the same colours to represent certain features, e.g. brown for relief, green for vegetation, blue for water, red for economic features, white for the outlines.

The geographer is mainly teaching of places which are unknown to the pupils. In order to give reality to the teaching, to make correct impressions and often to create the right atmosphere, still or moving pictures must be used. At the same time guidance must be given or wrong impressions are easily gained, as Mrs. Long's report¹ on picture research in the teaching of geography has shown. The pictures should be up to date, clear and preferably in colour. It is recommended that photographs should be used rather than artists' impressions. The use of pictures must not be passive. The pupils should be encouraged to

¹ See *Geography*, Vol. XLVI. pt. 4. 1961.

study the pictures and find answers for themselves for this will help to increase their powers of observation and interpretation. Besides being questioned on the picture the pupils can be asked to sketch or trace main outlines, or the teacher can provide sketches which the pupils may then annotate.

Pictures are available from a number of sources:

1. *Pictures* which can be collected by the pupils and stuck into their exercise books with correct titles and notes. B.B.C. pamphlets provide a useful source in this connexion.

2. *Larger pictures* can be placed on the classroom wall. There are not many commercial firms producing suitable ones, but the teacher can often find useful material in newspapers and magazines. The pupils should also be encouraged to bring along pictures of interest. Quiz sheets may be used and work can be set for individuals or groups.

3. *Slides*. The use of lantern slides is now almost a thing of the past, but in its place has come the production of colour transparencies and 2×2 in. slides are now becoming increasingly common on the market. It is very useful if the teacher possesses a 35-mm. camera. Transparencies or films made by the teacher have a personal appeal which is most valuable.

4. *Filmstrips*. There are now very many sources of good filmstrips which can be obtained in either black-and-white or colour. The main firms from whom they may be obtained are listed under Section 2B, and most of these firms have a preview service. The filmstrips are sold together with teaching notes which are normally well written and informative. The main disadvantage of filmstrips is that most contain between thirty and forty-five pictures so that it is essential for the teacher to be very selective in the choice of frames to be shown in one lesson. Most filmstrips are not intended to be shown through in their entirety. It is possible to make one's own filmstrip or to provide the pictures and employ a commercial firm to do it. Before using the strip the teacher should study it carefully and consult the notes so that valuable points are not missed. The notes are not intended to be read from the back of the classroom while a pupil operates the projector. If possible, a good collection of strips should be built up so that they are always available when needed. Now that multi-shallow-drawer cabinets are available, storage is not normally a problem.

5. *Films*. The main advantage that the cine film has over the still is that it conveys movement. It follows that the best cine films are those which place emphasis on movement. For instance, in instruc-

tional types of film which deal mainly with physical and mathematical geography much use is made of sequences of animated drawings, a technique leading to effective presentation of material. The background type of film commonly used in geography teaching is also a valuable aid for it is able to provide interesting and authentic descriptions of peoples, places and processes which are unknown to the pupils. In most cases this type aims at making the terminology of geography clear. It enables the children to carry away in their minds correct pictorial definitions of words which refer to facts and processes, e.g. rubber growing, lumbering, quarrying, spinning and weaving. Some films concentrate more on showing the lives of people and creating the right atmosphere of a place which cannot be gained in other ways.

When showing a film it is clearly necessary to view it first to see whether or not the film is appropriate for the class, and also to ensure that the quality of the reproduction is good. Teachers vary in their opinions of the best way to use a film in the classroom, but as many films are about twenty minutes in length most teachers give only a short introduction and leave more time at the end of the lesson for discussion and follow-up work. It is better for the class to concentrate on the film while it is being shown rather than take notes, otherwise important points may well be missed. Needless to say, it is best to avoid monotony in presentation so that it is unwise to show the film in the same period each week if this can be avoided. In one instance it was estimated that at least seven minutes' work may be done for each minute shown on the screen and, consequently, lengthy films should not be shown too often.

6. *Wall Charts.* A number of firms produce wall charts which cover a variety of subjects including individual countries, products, natural regions, etc. They usually contain maps, diagrams, pictures and some text. A bold, clear chart can be stimulating and contain material helpful to the teacher though it must be ascertained that the chart can be seen by every child in the room if it is going to be used as a direct aid.

Teachers often produce their own charts. The best ones are those which are simple and bold in outline and in colour. Choice of background paper is important but cartridge paper, which has a surface suitable for nearly all purposes, and sugar paper are the two in common use. Felt-tipped pens may be used for drawing the outlines or diagrams, and poster paints can be used as a colouring material. Lettering can be done free-hand or by stencil. A very easy way of

obtaining an outline is to project from an atlas or a book on to the required surface, and draw round the outline.

Children should also be encouraged to produce their own charts. This will entail the collection and mounting of pictures, drawing maps and writing notes. This can be done as individual or group work.

Models

The use of models also has its place in geography teaching for often a model will give greater reality by its three-dimensional nature. Among the many useful types of model are those which show relief. There are many ways of making these which vary from shaping damp sand, plasticine or modelling clay to more sophisticated methods. For example, it is possible to trace out contours on plywood or hardboard and then to cut out the material and place the layers on top of each other. The resultant relief map shows the slopes as terraces but these may be filled in with plaster of Paris. Chicken wire which has been shaped and covered with plaster of Paris is an easy method of creating a landscape. Buildings can be made out of cardboard, grass out of green sawdust, trees from twigs and so on. Models of wood or cardboard may also be very useful in teaching some of the subjects of mathematical geography, e.g. the solar system. Simple geological structures may also be made.

The use of models is particularly desirable in the primary school where the child is given the training of studying photographs, pictures and texts before the model is made. Modelling is not an end in itself but is an end product. It is essential for the children to have a clear and accurate idea of what they are modelling before commencing, and herein lies the value. Apparently complicated industries like steel or oil can be modelled by primary children providing they have an understanding of their subject. Materials for modelling are readily available to the teacher, and include cardboard, plywood, modelling clay, plasticine, corrugated paper, coloured paper, string, and many other materials.

Samples and Specimens

It is desirable to build up a collection of samples and specimens so that the pupils may handle and study them. A collection for display purposes is also useful. A display cabinet containing different types of rocks from different areas in Great Britain is a valuable addition to the Geography Room providing these rocks are always well and

clearly labelled. Preferably they should be changed round occasionally so that the same old specimens are not always on display, and in this way the pupils will be encouraged to look at the cabinet. The pupils can be asked to bring along rocks from the places to which they went on holiday and to draw maps indicating from where they were obtained. Specimens of products are also useful and a basic collection can be obtained from the Commonwealth Institute.

Other visual aid material

Many teachers of geography are now making use of materials which enable them to build up diagrams easily, and which provide a quicker method than drawing the same diagram on the blackboard. The two main methods include the use of (a) flannelgraphs and (b) plastigraphs. Flannelgraphs are based on the principle that some rough-surfaced materials will cling to one another when they are pressed together. Flannel, winceyette or surgical lint may be used although there is now a flock paper available which enables drawings to be made on the paper while the other side will stick to an appropriate surface. Plastigraphs are made of a very highly polished plastic (P.V.C.) which will stick to another smoothly polished surface. Outline maps can be drawn on paper and then covered with a clear sheet of P.V.C. on which symbols may be placed. With both plastigraphs and flannelgraphs it is possible to prepare the diagrams and cut-out shapes beforehand, and then build them up in front of the class. Magnet boards also have their place in geography teaching, e.g. in showing weather charts which can be drawn on the surface to which the magnetic symbols are added.

D. G. MILLS.

2. Sources of Material: General

Information in this section is classified under the headings 'Films', 'Filmstrips', 'Wall Charts', etc. The following sources of visual aids are listed separately, since they indicate further sources of visual material.

The Educational Foundation for Visual Aids Ltd., 33 Queen Anne Street, London, W.1.

The E.F.V.A. produces catalogues giving details of films and filmstrips made by all producers who prepare material specifically for teaching purposes. The catalogues useful for geography teachers are Part 3,

General, Physical and Economic Geography, and Part 4, Regional Geography. Each part is 3s. post free. All films and filmstrips described in the catalogue are held in the Foundation Film Library and are available for purchase or for hire. The E.F.V.A. also produces a catalogue of wall charts on all educational topics subjects, price 3s. post free, a catalogue of equipment, and two pamphlets *Classroom Display Material* by A. Vincent (1s. 6d.) and *Colour Photography for Education* by J. Newsome (2s. 6d.).

The National Committee for Audio-Visual Aids in Education, at the above address, publishes a monthly magazine called *Visual Education* (annual subscription £1) which includes articles on all aspects of audio-visual education.

A comprehensive information service for teachers is available through VENISS (Visual Education National Information Service for Schools). Under this scheme all publications of the national organization are sent to members (annual subscription 26s. 6d.). Teachers, schools or L.E.A.s may become members.

The *Treasure Chest for Teachers*, published by The Schoolmaster Publishing Co. Ltd., Hamilton House, Hastings Street, London, W.C.1, at 5s., is a very valuable book which contains useful sources of information for geography teachers. The book is divided into four parts. Part 1. Services available to teachers and schools from Societies and Associations. Part 2. Services available from Embassies and Legations. Part 3. Services available from Industrial, Commercial and Transport concerns. Part 4. Miscellaneous.

A. FILMS

Aims of Industry Ltd., Film Library, 78 Victoria Road, Surbiton, Surrey.

This is an industrial public-relations organization sponsored by firms throughout the country. A wide variety of 16-mm. films available free of charge.

Boulton-Hawker Films Ltd., Hadleigh, Ipswich, Suffolk.

16-mm. films for hire and sale. Physical, Regional and Economic Geography are covered.

British Film Institute, 81 Dean Street, London, W.1.

A number of 8-mm., 16-mm. and 35-mm. films available for hire. Application and inquiries to the Booking Manager, Distribution Library, British Film Institute.

British Instructional Films Ltd., Warner-Pathé House, Wardour Street, London, W.1.

16-mm. films available for hire and sale. Films on London; Egypt; South Africa Textiles and other industries; The Food We Eat.

British Transport Film Library, 25 Savile Row, London, W.1.
16-mm. and 35-mm. films available on loan. Catalogue 5s.

Central Office of Information (See special section on p. 200).
16-mm. and 35-mm. films for hire. Catalogues available at small charge.

The Dawn Trust Studio, 142 Bournemouth Road, Parkstone, Poole, Dorset.

A number of 16-mm. and 35-mm. films available for hire.

The Dunlop Film Library, Wilton Crescent, London, S.W.19.
Some 16-mm. geographical films available on free loan.

Educational Films of Scotland, The Scottish Central Film Library, 16-17 Woodside Terrace, Charing Cross, Glasgow, C.3.
Films on Scotland available for hire or purchase.

Educational and Television Films Ltd., 164 Shaftesbury Avenue, London, W.C.2.

A number of documentary films available for hire.

Esso Petroleum Company Ltd., Public Relations Department, Victoria Street, London, S.W.1.

16-mm. and 35-mm. films available on free loan.

The Gas Council Film Library, 1 Grosvenor Place, London, S.W.1.
Some 16-mm. films of general geographical interest on free loan.

Gateway Film Productions, Educational Film Service, 470 Green Lanes, London, N.13.

16-mm. films for sale or loan. Educational Film Catalogue 2s. 6d. Price list free.

G. B. Film Library, 1 Aintree Road, Perivale, Greenford, Middlesex.
It is necessary to become a member of the Film Library. 16-mm. films available for hire and purchase. Films listed under the titles of Mathematical and Physical Geography; Regional and Human; Economic; Geology; Meteorology.

I.C.I. Film Library, Imperial Chemical House, Millbank, London, S.W.1.

A number of 16-mm. films available on free loan.

McGraw-Hill Publishing Company Ltd., McGraw Hill House, Shoppenhangers Road, Maidenhead, Berkshire.

Films for sale only. Films listed under Our Latin American Neighbours series; Earth and Mankind series; World Cultures; Planet Earth series.

National Film Board of Canada, 1 Grosvenor Square, London, W.1.
A number of 16-mm. and 35-mm. films of general geographical interest available for purchase. Those wishing to obtain loan prints should first apply to their L.E.A. Library or to the E.F.V.A., 33 Queen Anne Street, London, W.1.

Petroleum Film Bureau, 4 Brook Street, Hanover Square, London, W.1.

Some 16-mm. and 35-mm. films of general geographical interest on free loan.

Sound Services Ltd., Wilton Crescent, Merton Park, London, S.W.19. Educational films available. Catalogue 5s.

Unilever Film Library, Unilever House, Blackfriars, London, E.C.4. 16-mm. and 35-mm. films on free loan to schools.

Wallace Heaton Ltd., 127 New Bond Street, London, W.1.

The firm deals with all types of photographic equipment. Useful catalogue.

B. FILMSTRIPS

Common Ground Ltd., 44 Fulham Road, London, S.W.3.

Strips include series on Physical Geography; Exploring the Landscape; Regional Geography; People of Other Lands; African Mining; London Markets; Survey of British Industry; A Primary Geography series on Products.

British Instructional Films Ltd., Warner-Pathé House, Wardour Street, London, W.1.

Some geography filmstrips available.

Diana Wyllie Ltd., 3 Park Road, London, N.W.1.

Strips on Meteorological Instruments; Clouds; Air Pollution and other meteorological subjects.

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.

Strips include series on Physical Geography; Regional Geography; Products of the Commonwealth; Air Routes of the World; The Weather; Palaeontology.

G.B. Film Library, 1 Aintree Road, Perivale, Greenford, Middlesex.

Hulton Educational Publications Ltd., 55 Saffron Hill, London, E.C.1.

Strips include series on Physical Geography; Regional Geography; Family, Village Life and Towns; Children Far and Near; Commodity Geography; People and Products; Animal Geography.

John King (Films) Ltd., Film House, East Street, Brighton, Sussex.

Filmstrips listed under the headings of : Climatic and Structural Geography; Physical Geography; Big Rivers of the World; World Products; English Products; Economic Geography; London Markets; The Earth and its Peoples; This England; Introducing Geography; Map Quiz strips; Geology and Palaeontology; Regional Geography of the World. Many of these strips have been produced by other firms.

McGraw-Hill Publishing Co. Ltd., McGraw-Hill House, Shoppenhangers Road, Maidenhead, Berkshire.

Strips include series on Exploring through Maps; Looking at the Earth We Live On; Weather; United States; Russia.

Unicorn Head Visual Aids Ltd., 42 Westminster Palace Gardens, Artillery Row, Westminster, London, S.W.1.

A series of geography filmstrips available, including a large number on Canada.

Visual Information Service, 12 Bridge Street, Hungerford, Berkshire. Strips include series on Physical Geography; Regional Geography; Travel.

Filmstrips can be made from your own picture material by:

Carwal Ltd., 85 Manor Road, Wallington, Surrey.
Leaflet on request.

Filmstrip Services Ltd., Imperial Studios, Maxwell Road, Boreham Wood, Hertfordshire.

Kay Filmstrip Studios, 3 Greek Street, London, W.1.
Leaflet on request.

C. SLIDES

Geological Museum, South Kensington, London, S.W.7.
Slides of geological topics for sale.

Flatters and Garnett Ltd., 309 Oxford Road, Manchester 13.
Rock sections mounted on microscope slides.

The House of Grant Ltd., 91-95 Union Street, Glasgow, C.1.
Series of coloured slides available in sets of 12 or 25. The pictures, size 30 x 36 mm., are mounted on double optical glass, size 2 x 2 in. Notes are included. Price 36s. per set of 12, 75s. per set of 25. Individual slides 3s. 4d. each. Viewing service.

George Philip and Son Ltd., Victoria Road, London, N.W.10.
Ninety-nine sets of 6 slides on Physical Geography now available. The slides provide coverage for A level work, but some are useful for O level. Price 15s. per set of 6 slides. Individual slides 3s. 6d. each. Orders should be sent to The Slide Centre, 6 Portman Mews South, London, W.1.

Slides can be made from your own material by:

Filmstrip Services Ltd., Imperial Studios, Maxwell Road, Boreham Wood, Hertfordshire.

Flatters and Garnett Ltd., 309 Oxford Road, Manchester, 13.

Kay Filmstrip Studios, 3 Greek Street, London, W.1.
This firm provides a 24-hour service and a 5-day service.

D. MUSEUM SERVICES

There are many national and local museums which offer valuable services to teachers. The following museums give special services.

The Commonwealth Institute, Kensington High Street, London, W.8.
The Commonwealth Institute, now housed in its new building in Kensington High Street, is an independent, grant-aided organization governed by Statute and operating in the United Kingdom under

the aegis of the Minister of Education. Its purpose is to further the interests of the Commonwealth by increasing mutual knowledge and understanding among its peoples. Through its numerous and varied educational services the Institute seeks to help students and teachers in all aspects of studying and teaching about the Commonwealth.

Now that the visual lesson is so generally accepted as an essential part of teaching method, the new exhibition galleries of the Institute, with their wealth of up-to-date material on all the countries of the Commonwealth, have much to offer the teacher. The whole Commonwealth is shown in a series of self-contained exhibitions, each devoted to an individual country or region. The presentation is as comprehensive as possible, and both the continuity of the 'story' and each individual exhibit have been designed with the needs of the teacher and student in mind. As a geographical conspectus these galleries are unique.

The Institute's qualified teaching staff are available to advise on the resources of the galleries for a particular project or to give a lesson in the galleries provided this is booked in advance.

The schools reception centre includes cloakrooms, and a dining-room where pupils can eat their own packed lunches and buy drinks and other refreshments.

A spacious cinema, for which seats should be reserved whenever possible, shows documentary films. The programme is changed weekly.

A lecture service, at present providing about 9,000 talks a year, is available to schools throughout the United Kingdom. The speakers are either nationals or people with long personal experience of the country they describe. The talks can be illustrated if desired.

One-day study conferences for the top forms of grammar and independent schools, and technical schools and colleges, or for students in teacher training colleges, can be organized by the Institute on any Commonwealth country or region or on any Commonwealth theme or problem. Selected study material is provided in advance of the conference. No charge is normally made for these conferences, but overnight accommodation may have to be provided for the speakers.

The Institute acts as a clearing house for the sale of moderately priced publications and of visual teaching aids on the Commonwealth. Material includes books, booklets, wall charts, maps, sample products and filmstrips. There is also a free lending library of filmstrips and 2 x 2 in. slides. Collections of teaching aids may also be borrowed or hired.

Teachers anywhere in the Commonwealth are invited to make use of the schools advisory service for help in teaching about the Commonwealth, and, in particular, in selecting from all the material referred to above the items best suited to their special needs.

The Institute's library is essentially a general contemporary reference library of the Commonwealth for the use of teachers and students, and for the general public. There is a special loan service for teachers, lecturers, training college students, undergraduates and sixth-formers. Books may be borrowed by post as well as by personal visit.

The educational services and aids offered by the Institute are described fully in a series of explanatory leaflets and lists which can be had on request to the Education Officer, Commonwealth Institute, London, W.8.

The Geological Museum, Exhibition Road, South Kensington, London, S.W.7.

(a) The Scope of the Exhibits

1. The Structure of the Earth
2. An Introduction to Geological Processes
3. The Regional Geology of Great Britain
4. Rocks and Minerals of Economic Importance

(b) Lecture Services

1. Public Lectures and Demonstrations, illustrated by specimens, slides and films, are given throughout the year on Tuesday, Wednesday, Thursday and Saturday afternoons. Programmes are available from the Museum.

2. Lectures and demonstrations for visiting parties can be arranged by application to the Museum Lecturer. Teachers are encouraged to make their own choice of topic and school visits are welcomed.

(c) Publications

A wide range of publications of the Geological Survey and Museum can be obtained from the Museum Bookstall. A full publications list is obtainable on request. Some of the more useful items for Geography teachers include:

Geological Maps in a variety of scales from 1:1,584,000 to 1:10,560.

Memoirs to accompany certain 1 in. to 1 mile maps.

Guides to the Regional Geology of Great Britain.

Photographs and postcards in colour and black-and-white.

Lantern slides and transparencies.

Photographic booklets.

(d) Library

The Museum Library is available for reference between 10 a.m. and 5 p.m. daily (excepting Sundays).

The Natural History Museum, Cromwell Road, London, S.W.7.

Lessons are given by qualified teachers on any subject covered by the main exhibits. Lessons are also arranged to illustrate B.B.C. programmes, to prepare children for a school journey or to follow up a specific subject being studied in the school. In order to apply for lessons, teachers of children up to thirteen years of age should apply to the Teacher-in-Charge, Children's Centre, British Museum (Natural History) at the above address. Arrangements for higher age ranges should be made by direct application to the Senior Guide Lecturer at the Museum.

E. PICTURES SUITABLE FOR WALL DISPLAY

Evans Brothers Limited, Montague House, Russell Square, London, W.C.1.

Pictorial Education. Monthly issues only, 32s. per annum. Monthly and Quarterly issues, 40s. 6d. per annum.

Geo. G. Harrap and Co Ltd., 182 High Holborn, London, W.C.1.

Wall pictures 29 x 20 in. published in sets of 4 at 24s. plus 4s. 10d. purchase tax. Seven sets available. When ordering, please state 'Images de la Vie'.

Macmillan and Co. Ltd., St. Martin's Street, London, W.C.2.

Geography Class Pictures. Each plate 21 x 17 in., in colour.

Set I. 60 plates—Basic Foods, Fruits and Drinks, £5. Reference book 15s.

Set II. 60 plates—Clothing, Homes, Manufactures, Transport, £5. Reference book 15s. Complete set £11. 10s. An inspection plate will be sent to any teacher on application.

Frederick Warne and Co. Ltd., 1-4 Bedford Court, London, W.C.2.

A series of 12 Commonwealth Wall Pictures. Notes are supplied with each picture. Single pictures 3s. 2½d. Set of 12 pictures 35s.

F. SOURCES OF WALL CHARTS

Commonwealth Institute, Kensington High Street, London, W.8.

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.

Wide range of wall charts available on countries and products. A number of maps have been specially treated so that wax pencils may be used on them.

Pictorial Charts Unit, 181 Uxbridge Road, Hanwell, London, W.7.
 Wide range of charts available. Some charts in linen and covered in plastic.
 Subscription service: 18 charts a year with teaching notes, £4. 17s. 6d.

Purnell Educational, 1-5 Portpool Lane, London, E.C.1.
 Series of charts on Observing the Clouds.

**G. PICTURES SUITABLE FOR INDIVIDUAL WORK OR
EPISCOPIC PROJECTION**

Aerofilms and Aero Pictorial Ltd., 4 Albemarle Street, London, W.1.
 Vast range of over 100,000 oblique and vertical aerial photographs of nearly every part of the British Isles and many other countries. Photographs are classified regionally and according to subject matter. All prints may be inspected at the Library. File prints are also sent by post on the understanding that they are for inspection only. Price list and list of locations covered by stereo-pair photographs available. Main classified index, 7s. 6d.

B.B.C. Publications, 35 Marylebone High Street, London, W.1.
 The pamphlets issued in connexion with Broadcasts to Schools contain many excellent photographs. Sound broadcast pamphlets include: Travel Talks, Geography, This is My Country (Scotland), Exploring Scotland. Television broadcast pamphlets include: People of Many Lands, Geography. Price 9d. each for Primary Geography series and 1s. for the Secondary series. Discount on orders for all three terms of the year.

Central Office of Information (See special section on p. 200).

Evans Brothers Limited, Montague House, Russell Square, London, W.C.1.

Pictorial Education and Pictorial Quarterly.

Foxphotos Ltd., 69-71 Farringdon Road, London, E.C.1.
 Press and commercial photographers. Prints may be inspected at their office or may be received by post on approval.

The Director, Geological Survey and Museum, Exhibition Road, South Kensington, London, S.W.7.

Large collection of picture postcards and photographic booklets on physical geography and geology. Postcards 6d., booklets 1s. 6d.

The Director, Horniman Museum, London Road, Forest Hill, London, S.E.23.

Postcards and booklets of Ethnographical objects.

I.V.A.C., 37 rue de Linthout, Bruxelles 4, Belgium.
 Series of excellent colour prints of geographical landscapes of the world available for purchase. There is no U.K. agent.

The Director, Natural History Museum, London, S.W.7.
 Picture postcards of animals and their habitats.

The Director, Science Museum, London, S.W.7.
 Postcards for purchase.

The Times Publishing Co. Ltd., Photographic Sales Department, Printing House Square, London, E.C.4.
Photographic prints may be ordered from a large library.

Many periodicals contain useful small pictures, e.g. :
Canadian Geographical Journal, c/o W. H. Corkill, The Mead, West Dumpton Lane, Ramsgate, Kent.
36s. per annum.

China Reconstructs, Collet's, 45 Museum Street, London, W.C.1.
10s. per annum.

Commonwealth Today, Central Office of Information, Hercules House, Hercules Road, London, S.E.1.

Finlandia Pictorial, Finnish Travel Information Centre, Finland House, 56 Haymarket, London, S.W.1.

The Geographical Magazine, Printing House Square, London, E.C.4.
3s. 6d. per copy, 45s. per annum.

Japan. Quarterly Review of the Anglo-Japanese Economic Institute, 334 Grand Buildings, Trafalgar Square, London, W.C.2.

The National Geographical Magazine, Washington 6, D.C., U.S.A.

A number of books contain good oblique aerial photographs suitable for episcopic reproduction :

British Isles, Western Europe. E. J. P. Devereux and M. A. Morgan. Oldbourne Press.

The Land From the Air. G. Dury and J. A. Morris. Harrap.

Europe From the Air. E. Egli. Harrap.

Landscape From the Air. F. Monkhouse. C.U.P.

The Coast of England and Wales. J. A. Steers. C.U.P.

Many calendars have excellent pictures, e.g. :

Country Life 'Beautiful Britain'. 'Hills of Britain'.

Worthy of note are the Country Life Picture Books, e.g. :

Picture Book of Britain, *Picture Book of the Lake District*.

Macmillan and Co. Ltd. publish two books of pictures suitable for individual or group use. Each book contains 30 plates in full colour which are reduced facsimiles of the Geography Class Pictures with

notes on each plate. The notes in the Easy Study Edition are simpler and in larger type.

Books 1A-4A *Many Foods from Many Lands.*

Fruits and Drinks from Far and Near.

Clothes and Furnishings from Animals and Plants.

Busy Industries from Mine to Airport.

3s. each.

Books 1B-4B Easy Study Edition:

Foods from Many Lands.

Fruits and Drinks from Far and Near.

Useful Things from Animals and Plants.

Mining, Making and Sending Away.

3s. 6d. each.

Macmillan also publish *How to Look at Geographical Pictures* by W. J. H. Watkins and H. S. L. Watkins.

Series I. 4th ed. 3s. 6d. Series II. 3rd ed. 3s. 6d.

H. AIDS TO PRESENTATION AND DISPLAY

E. J. Arnold and Son Ltd., Butterley Street, Leeds 10.

Flannel Boards; Magnetic Boards; Edge Binders; Specimen boxes; Polythene bags; Letraset; Jig-Saw Maps; Geological specimens; Weather Boards for Juniors and Infants. Plastic Relief Maps, e.g. The World 28 x 18 in., £3. 5s.; Europe 42 x 48 in., £19. 10s. Student Relief Maps of some European countries, 4s. each.

Map Reliefs Ltd., 33 Millcrest Road, Goff's Oak, Hertfordshire.

The following relief models in lightweight plastic are available:

1. A set of models to accompany the O.S. Quarter Inch to One Mile maps covering England and Wales. Stocks of the Quarter Inch maps are also held. Models 30s. each. Paper flat maps 3s.
2. A series of relief models of England and Wales, Scotland and Ireland at a scale of 1 inch to 16 miles. Also relief models of the continents on various scales. Prices 6s. to 15s.
3. A series of relief models of different countries. Scale varies from 1 inch to 16 miles to 1 inch to 160 miles. Prices 4s. to 8s.
4. Contour Exercises with Relief Models. A number of exercises and relevant information are printed with the maps which are in two colours. When the exercises have been completed most of the answers can be checked by the pupil using the relief model. 3 sets are available: an Island; a Mountain Area; a Coastal Area. 1s. 3d. each, 12s. 6d. per dozen.
5. Models of local areas will also be made on request. Please ask for quotations.
6. Physical series. This series is designed for more advanced work in Grammar Schools and Colleges. Each model is supplied with a set of notes for teachers. A map of the contours, water and geology of the area is supplied with each model if required. Scale 1:25,000. Vertical scale is 5 times exaggerated. Basic dimensions of the model 10 in. by 15 in. Examples: Highland glaciation, Helvellyn area; River capture, Farnham Gap; Ria coastline, Salcombe Ria. Prices: Models 5s. 6d. each. Maps 2s.
7. Acetate models are available to accompany the special maps published by the Geographical Association. The models are available in transparent acetate or

opaque white acetate. The transparent copies can be placed over the map and the contours can be seen and studied in relation to the relief form of the model. Scale 1:63,360. Basic dimensions 12 in. \times 15 in. Areas available: Mid Severn valley; South Wales valleys; South Downs; The Cairngorms. Price 6s. 6d. each.

8. Map relief models, in transparent acetate or opaque white acetate, are available to accompany certain maps in *A Contour Dictionary* by J. B. Goodson and J. A. Morris (see p. 322) and *Map Reading for Schools* by Margaret Wood (see p. 325). Models 3s. 3d. each, 36s. per dozen.

Matthews, Drew and Shelbourne Ltd., The Visual Aids Centre, 78 High Holborn, London, W.C.1.

Flannel Boards; Magnet Boards and Letters; Edge Binders; Plastic boxes useful for storing small museum specimens etc.; Letraset; U.N.O. stencils. Map reliefs for continents and some countries available in plastic sheet. They may be coloured with crayons, paints, pencil or biro-type pens and may be used again after washing. Typical costs: British Isles scale 1 in. to 48 m., 5s.; Europe scale 1 in. to 160 m., 15s.

Oxford University Press, Amen House, Warwick Square, London, E.C.4.

Oxford Plastic Relief Maps; Series 1 Outline Edition, 24 \times 16 in., 21s. each. Southern England and Wales, 1 in. to 16 m. Scotland and Northern England, 1 in. to 16 m. Ireland, 1 in. to 16 m. Europe, 1 in. to 100 m. The U.S.S.R., 1 in. to 300 m. Southern Asia, 1 in. to 300 m. Africa, 1 in. to 300 m. North America, 1 in. to 300 m. South America, 1 in. to 300 m. The scale, projection and detail of these plastic relief maps correspond with those of the equivalent maps in the Oxford School Atlases. International boundaries, coast-lines, and main rivers are printed on the maps as well as lines of latitude and longitude. Series 2 Fully Coloured, 38 \times 25 in., 50s. Great Britain and Northern Ireland, 1 in. to 16 m.

George Philip and Son Ltd., Victoria Road, London, N.W.10.

Wide range of physical, political and relief models; geological specimens; plastic relief model maps of the British Isles and the World.

Philip and Tacey Ltd., 69-79 Fulham High Street, London, S.W.6.

Cellograph maps printed on a standard sheet size 30 \times 40 in. Coloured wax leads and plastic symbols and letters can be used on the maps. Cellograph Wax Marking Pencil Outfit 8s. 9d. Album of Cel-Tex Self-Adhesive Letters 15s. 6d. Set of Plastic Symbols 8s. 6d. Self-Adhesive Coloured Plastic Sheets 12 \times 9 in. in all colours 6s. 6d. Cellograph Multi-Purpose Display Board 18s.

A. West and Partners Ltd., 684 Mitcham Road, Croydon, Surrey.
Supply drawing apparatus and edge binding machines.

D. G. MILLS.

3. Sources of Material on Particular Topics

These sources of material have been selected to include the most useful ones. In most entries some idea of the scope of material available has been indicated. There are constant changes and the list is as up to date as possible at the time of publication. Most firms stipulate that they will supply free material only to teachers.

The list has been arranged under the following headings:

General Sources	page 159
Cartography	page 160
Physical Geography	
1. Climate and Weather	page 161
2. Geology	page 162
Economic Geography	
Agriculture	page 163
Industry	page 168
Minerals	page 168
Power	page 168
Transport	page 168
Regional Geography	
1. Commonwealth	page 169
2. Africa	page 169
3. Asia	page 173
4. Australasia	page 176
5. Europe, excluding the United Kingdom	page 178
6. North America	page 183
7. South America	page 186
8. United Kingdom	page 187

GENERAL SOURCES

Barclay's Bank D.C.O. Ltd, 54 Lombard Street, London, E.C.3.
Economic surveys of many countries free.

British Atlantic Committee, 36 Craven Street, London, W.C.2.
Free booklet on NATO.

B.B.C., 35 Marylebone High Street, London, W.1.

Radio and television programmes with illustrated children's pamphlets, teachers' notes and supplementary filmstrips and wall pictures on sale.

British Society for International Understanding, 36 Craven Street, London, W.C.2.

British Survey, main series, monthly 1s. 6d., popular series 10d.

Council for Education in World Citizenship, 25 Charles Street, London, W.1.

Filmstrips, tape-recordings and exhibition material on loan; pamphlets on sale on international organizations—World Health Organization, UNICEF, UNESCO, Council of Europe, NATO.

Her Majesty's Stationery Office:

London, York House, Kingsway, London, W.C.2.
 423 Oxford Street, London, W.1.
 P.O. Box 569, London, S.E.1.

Edinburgh, 13a Castle Street, Edinburgh, 2, Scotland.

Manchester, 39 King Street, Manchester, 2.

Cardiff, 109 St. Mary Street, Cardiff, Wales.

Bristol, 50 Fairfax Street, Bristol, 1.

Belfast, 80 Chichester Street, Belfast, 1, N. Ireland.

Birmingham, 35 Smallbrook, Ringway, Birmingham, 5.

or order through your bookseller.

Books, reports, booklets and maps and picture sets and posters on sale on many countries.

International Labour Organization, 38 Parliament Street, London, S.W.1.

Booklets, posters and pictures free.

United Nations Information Centre, 14 Stratford Place, London, W.1.

Booklets, posters and wall charts free; exhibition material on loan; list of films available; filmstrips on sale.

U.K. Committee of UNICEF, 14 Stratford Place, London, W.1.

Booklets and posters free; exhibition sets and filmstrips on loan free; list of films available.

UNESCO, Public Relations Division, Place Fontenoy, Paris, 7, France.

Pictures and wall charts free.

World Health Organization, School of Hygiene and Tropical Medicine, London, W.C.1.

Booklets, and *World Health Magazine* free.

The following produce special supplements periodically :

The Economist, 22 Ryder Street, London, S.W.1.

The Financial Times, Bracken House, Cannon Street, London, E.C.4.

The Guardian, 2 Cross Street, Manchester, 2.

The Times, Printing House Square, London, E.C.4.

CARTOGRAPHY

SURVEYING EQUIPMENT

New

Cooke, Troughton and Simms Ltd., Haxby Road, York.

Hilger and Watts Ltd., 98 St. Pancras Way, Camden Road, London, N.W.1.

W. F. Stanley and Co. Ltd., 79-80 High Holborn, London, W.C.1.

Survey and General Instrument Co. Ltd., Pyser-Britex Group, Fircroft Way, Edenbridge, Kent. Also secondhand.

Secondhand

Brunning (Holborn) Ltd., 133 High Holborn, London, E.C.1.

Clarksons Ltd., 338 High Holborn, London, W.C.1.

Charles Frank Ltd., 67-75 Saltmarket, Glasgow, C.1.

Rekab Instruments Ltd., 263 High Holborn, London, W.C.1.

United Technical Supplies Ltd., 29 Tottenham Court Road, London, W.C.1.

School suppliers

E. J. Arnold Ltd., 4 Chenies Street, Tottenham Court Road, London, W.C.1.

Geo. Philip and Son Ltd., Victoria Road, London, N.W.10.

School Utilities Ltd., 5 Church Lane, Romford, Essex.

Wall charts

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.

Pictorial Charts Unit, 181 Uxbridge Road, Hanwell, London, W.7.

PHYSICAL GEOGRAPHY

1. CLIMATE AND WEATHER

Meteorological Instruments are sold by the following:

E. J. Arnold Ltd., 4 Chenies Street, Tottenham Court Road, London, W.C.1.

Casella, C. F. and Co. Ltd., Regent House, Britannia Walk, London, N.1.

Flatters and Garnett, Ltd., 309 Oxford Road, Manchester, 13.

Gallenkamph-Towers Ltd., Technico House, Sun Street, London, E.C.2.

Griffin and George Ltd., Ealing Road, Alperton, Wembley, Middlesex.

Negretti and Zambra Ltd., 122 Regent Street, London, W.1.

G. Philip and Son Ltd., Victoria Road, London, N.W.10.

Stanley, W. F., Co. Ltd., 79 High Holborn, London, W.C.1.

Other materials are available from:

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.
Charts on sale.

Meteorological Society, 49 Cromwell Road, London, S.W.7.
Magazine *The Weather*, monthly, with school supplement; cloud pictures.

Pictorial Charts Unit, 181 Uxbridge Road, London, W.7.
Charts on sale.

Purnell Educational Ltd., 1 Portpool Lane, London, E.C.1.
Set of 8 large wall pictures on weather with notes.
(See also p. 155.)

2. GEOLOGY

Specimens, equipment and models

E. J. Arnold Ltd. 4 Chenies Street, Tottenham Court Road, London, W.C.1.

Equipment and specimens.

Gregory Bottley and Co. Ltd., 30 Old Church Street, London, S.W.3.
Specimens.

British Museum of Natural History, London, S.W.7.
Many useful exhibits. Help given in planning visits. Lessons arranged.

Cutrock Engineering Company Ltd., 35 Ballards Lane, London, N.3.
Equipment.

Dutt, P. K. and Co. Ltd., 1a Howard Road, Bromley, Kent.
Specimens and equipment.

Flatters and Garnett Ltd., 309 Oxford Road, Manchester, 13.
Specimens and equipment.

Geological Laboratories, 168 Moss Lane East, Manchester, 15.
Equipment and specimens.

Geological Museum, London, S.W.7.

Free exhibitions, lectures, film shows and demonstrations; postcards and colour slides on sale. The reference library is open to the public (See also p. 153).

I.V.A.C., 37 Rue de Linthout, Bruxelles 4, Belgium.
Geological models for sale.

The London Planetarium, Marylebone Road, London, N.W.1.
Exhibitions and films at a small charge; astronomy booklet on sale.

Map Reliefs, 33 Millcrest Road, Goff's Oak, Hertfordshire.
Models for sale.

Geo. Philip and Son Ltd., Victoria Road, London, N.W.10.
Specimens. Wide variety of colour slides for sale.

Pictorial Charts Unit, 181 Uxbridge Road, Hanwell, London, W.7.
Wall charts on sale.

Shell Petroleum Co. Ltd., Shell Centre, London, S.E.1.
Free booklet *Let's Collect Rocks*.

ECONOMIC GEOGRAPHY

AGRICULTURE

ANIMALS (DOMESTIC AND WILD)

Pictures from :

Australian News and Information Bureau, Australia House, Strand, London, W.C.2.

Free posters and booklets.

British Museum of Natural History, London, S.W.7.

Cards for sale. Help given in planning visits; lessons arranged.

Brooke Bond Tea Ltd., 35 Cannon Street, London, E.C.4.

Picture cards and wall charts for sale.

Macmillan and Co. Ltd., 10 St. Martin's Street, London, W.C.2.

Useful animals of the world series of 40 plates £4. 5s. Reference book 15s.

Pamphlets from :

Her Majesty's Stationery Office (See p. 159).

Canadian Government Publications on natural history

Horniman Museum, Forest Hill, London, S.E.23.

Booklets on sale; reference library.

South African Tourist Corporation, 70 Piccadilly, London, W.1.

Free booklets.

Universities Federation for Animal Welfare, 7a Lamb's Conduit Passage, London, W.C.1.

Leaflets and posters free and for sale; filmstrips for sale and films on loan free.

Young Farmers' Club.

Booklets on sale from Evans Brothers Ltd. (See p. 280)

Zoological Society of London, Regent's Park, London, N.W.1.
Booklets and cards for sale.

Magazines:

Animal Life, City Magazine, Berrow House, The Trinity, Worcester.
Weekly 2s.

Animals Magazine, 37 Hertford Street, London, W.1.
Monthly, 2s. 6d.

ANIMAL PRODUCTS

DAIRY PRODUCE (See U.K., p. 191; New Zealand, p. 178; Denmark, p. 179; and Australia, p. 176).

Leather Institute, 23 Eastcastle Street, London, W.1.
Free booklets in quantity and wall chart.

MEAT (See Argentine, p. 186; Australia, p. 176; United States Information Service, p. 185; and New Zealand, p. 178).

CROPS

COCOA

Cadbury Bros. Ltd., Bournville, Birmingham.

A wide variety of material at a small charge—booklets, project notes, wall charts, friezes, samples; films and filmstrips on loan free.

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.
Wall chart for sale.

Nestlé Co. Ltd., St. George's House, Wood Street, London, E.C.2.
Free booklet; cheap wall charts, project boxes and filmstrips.

Rowntree and Co. Ltd., The Cocoa Works, York.
Free specimens and notes.

See Nigeria, p. 171 and Commonwealth Institute p. 169.

COFFEE

Brazilian Embassy, 32 Green Street, London, W.1.
Free booklets.

Coffee Publicity Association, 10 Eastcheap, London, E.C.3.
Free booklet and wall chart.

Colombian Embassy, 3 Hans Crescent, London, S.W.1.
Free booklets.

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.
Wall chart on sale.

Kenya, Tanganyika and Uganda Coffee Industries, 248 Grand Buildings, Trafalgar Square, London, W.C.2.
Free booklets.

Nestlé Co. Ltd., St. George's House, Wood Street, London, E.C.2.
Free booklets.

See Commonwealth Institute, p. 169.

FORESTRY AND TIMBER

Agent General for Western Australia, 175 Strand, London, W.C.2.
Timber samples on sale.

Council for Education in World Citizenship, 25 Charles Street, London, W.1.

Canadian forestry pictures on loan.

Forestry Commission, 25 Savile Row, London, W.1.

Free booklets.

Pictorial Charts Unit, 181 Uxbridge Road, Hanwell, London, W.7.
Wall chart on sale.

Timber Research and Development Association, St. John's Road, Tylers Green, High Wycombe, Buckinghamshire.

Wall charts, maps, booklets and specimens for sale.

United Africa Co., United Africa House, Blackfriars Road, London, S.E.1.

Free booklet.

See U.K. Industries—Paper, p. 194.

FRUIT

Australian Dried Fruit Board, 24 Great Tower Street, London, E.C.3.
Free booklet.

Citrus Marketing Board of Israel.

Booklet from Publicity Promotions Ltd., 208 Upper Street, London, N.1.

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.
Wall charts on sale.

Elders and Fyffes Ltd., 15 Stratton Street, Piccadilly, London, W.1.
Free booklet on bananas; filmstrip and film on loan free.

Kew Gardens, Richmond, Surrey.
Exhibits of plants.

New Zealand Apple and Pear Marketing Board, 125 Strand, London, W.C.2.

Free booklet from Publicity Promotions Ltd., 208 Upper Street, London, N.1.

Pictorial Charts Unit, 181 Uxbridge Road, Hanwell, London, W.7.
Wall charts on sale.

South African Co-operative Citrus Exchange Ltd.
Free booklet from Publicity Promotions Ltd., 208 Upper Street, London, N.1.

South African Deciduous Fruit Board,
Free booklet from Publicity Promotions Ltd., 208 Upper Street, London, N.1.

RUBBER

Dunlop Rubber Co. Ltd., 10 King Street, London, S.W.1.
Free booklets.

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.
Wall charts on sale.

Goodyear Tyre and Rubber Co., Wolverhampton, Staffordshire.
Free booklet.

Natural Rubber Producers Research Association, 19 Buckingham Street, London, W.C.2.
Free booklet.

See Commonwealth Institute, p. 169.

SUGAR

Tate and Lyle Company, 21 Mincing Lane, London, E.C.3.
Free booklet and samples. Films and filmstrips on loan.

See West Indies, p. 185 and Australia, p. 176.

TEA

Brooke Bond Tea Ltd., 35 Cannon Street, London, E.C.4.
Free booklet; picture cards, wall chart, and filmstrip for sale; film shows arranged.

Ceylon Tea Centre, 22 Lower Regent Street, London, S.W.1.
Wall pictures, maps, cards, booklets and filmstrips for sale; films on loan free.

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.
Wall chart on sale.

W. H. and F. J. Horniman, Shepherdess Walk, London, N.1.
Free booklets, maps and pictures.

J. Lyons and Co. Ltd., Cadby Hall, London, W.14.
Free wall chart.

Tea Board of India, India House, Aldwych, London, W.C.2.
Free booklets.

See Commonwealth Institute, p. 169.

TOBACCO

Barclay's Bank, D.C.O. Ltd., 54 Lombard Street, London, E.C.3.
Free booklet.

Imperial Tobacco Co. Ltd., Bristol, 3.
Free wall chart and booklet.

VEGETABLE OILS

Unilever Information Division, Unilever House, Blackfriars, London, E.C.4.

Free booklets in quantity, wall charts on vegetable oils, soap and margarine; samples of vegetable oils; filmstrips for sale, many films on free loan.

Van den Bergs Ltd., Kildaire House, Dorset Rise, London, E.C.4.
Free wall charts, project books on margarine and booklets.

See Nigeria, p. 171 and United Africa Co., p. 169.

WHEAT

Canadian Wheat Board, 1 North Court, Great Peter Street, London, S.W.1.

Films on loan free.

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.
Wall chart for sale.

Pictorial Charts Unit, 181 Uxbridge Road, Hanwell, London, W.7.
Wall chart for sale.

See U.K., Cereals, p. 190, Australia, p. 176, United States, Information Service, p. 185, Canada, p. 183.

RICE

Pictorial Charts Unit, 181 Uxbridge Road, Hanwell, London, W.7.
Wall chart on sale.

WORLD FOOD

Conference of British Missionary Societies, 2 Eaton Gate, London, S.W.1.

Study box on World Hunger on hire for £1. 1s. a term.

Food and Agriculture Organization, publications available from the Freedom from Hunger Campaign (below) and Her Majesty's Stationery Office (See p. 159).

Freedom from Hunger Campaign, 17 Northumberland Avenue, London, W.C.2.

The most comprehensive source of their own and other publications. Posters and booklets free and for sale; booklists free; study guide on sale; films on hire.

Inter-Church Aid, 10 Eaton Gate, London, S.W.1.

Free pamphlets; films and filmstrips on loan free.

International Labour Organization, 38 Parliament Street, London, S.W.1.

Free booklets, posters and pictures.

Oxfam, 274 Banbury Road, Oxford.

Free posters and booklets; exhibition kit, films and filmstrips on loan.

Pictorial Charts Unit, 181 Uxbridge Road, London, W.7.

Wall charts for sale.

The Save the Children Fund, 29 Queen Anne's Gate, London, S.W.1.

Free posters and booklets. Magazine for children on sale.

Sword of the Spirit, 38 King Street, London, W.C.2.

Study box on World Hunger on hire for £1. 1s. for half a term.

UNESCO, Public Relations Division, Place Fontenoy, Paris, 7, France.

Free pictures and wall charts.

U.K. Committee for UNICEF, 14 Stratford Place, London, W.1.

Free booklets and posters; pictures and filmstrips on loan free; list of films available.

War on Want, 9 Madeley Road, Ealing, London, W.5.

Posters and booklets free and on sale.

World Health Organization, School of Hygiene and Tropical Medicine, London, W.C.1.

Booklets and World Health Magazine free.

INDUSTRY

See references for U.K., p. 193.

MINERALS

See references for U.K., p. 196.

POWER

See references for U.K., p. 196.

TRANSPORT

See references for U.K., p. 198.

REGIONAL GEOGRAPHY

1. COMMONWEALTH

Below are general sources; for more detail see the various countries.

Central Office of Information (See p. 200).

Material on all parts of the Commonwealth. Booklets and posters free; pictures on loan; films for hire and books and booklets on sale.

Commonwealth Institute, Kensington High Street, London, W.8.

A wide variety of material is available. There are exhibition galleries (group visits should be booked, lessons can be arranged), film shows and a library. Booklets and visual materials can be borrowed from the loan section. Books, booklets, filmstrips, maps and charts are sold on the bookstall. Lists of these are available. For more details see p. 151.

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.

Wall charts on sale.

Her Majesty's Stationery Office (See p. 159).

Books, reports, booklets, posters and pictures on sale.

Royal Commonwealth Society, Northumberland Avenue, London, W.C.2.

Photographs, posters, charts and filmstrips on loan; free booklists.

2. AFRICA

See Commonwealth, above.

British United Airways Ltd., Portland House, Stag Place, London, S.W.1.

Free booklets.

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.

Wall charts for sale.

Pictorial Charts Unit, 181 Uxbridge Road, London, W.7.

Wall charts for sale.

Technicolor Ltd., Bath Road, Harmondsworth, West Drayton, Middlesex.

8-mm. cassette films of about 4 minutes for 800 E projector. Also from EFVA, 33 Queen Anne Street, London, W.1.

Union Castle Mail Steamship Co. Ltd., 19 Old Bond Street, London, W.1.

Films on loan free.

United Africa Company, United Africa House, Blackfriars Road, London, S.E.1.

Statistical and Economic Review on sale.

ALGERIA

Algeria Office, 45 Chandos Place, London, W.C.2.

EGYPT

Egyptian Embassy, 75 South Audley Street, London, W.1.

United Arab Airlines, 296 Regent Street, London, W.1.

Films on Egypt on loan free.

ETHIOPIA

Ethiopian Embassy, 17 Princes Gate, London, S.W.7.

Ethiopian News issued bi-monthly.

GAMBIA

Gambia Government Office, 26 Great Peter Street, London, S.W.1.
Free booklet.

See Commonwealth, p. 169.

GHANA

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.
Wall charts on sale.

Ghana High Commission, 13 Belgrave Square, London, S.W.1.
Posters and booklets, films on loan free.

Pictorial Charts Unit, 181 Uxbridge Road, London, W.7.
Wall charts on sale.

See Cocoa, p. 164; Barclay's Bank Ltd., p. 159.

KENYA

East Africa Tourist Office, Grand Buildings, Trafalgar Square, London, W.C.2.
Films on loan free.

Kenya High Commission, 172 Strand, London, W.C.2.
Free booklets; photographs, films and filmstrips on loan free.

Pictorial Charts Unit, 181 Uxbridge Road, Hanwell, London, W.7.
Wall chart on sale.

See Commonwealth, p. 169.

MALI

Mali Embassy, 16 Lowndes Street, London, S.W.1.
Free booklets.

MOROCCO

Moroccan Embassy, 66 Ennismore Gardens, London, S.W.7.
Free booklets.

Moroccan Tourist Office, 97 Shaftesbury Avenue, London, W.1.
Free brochures; films on loan free.

NIGERIA

Commission for Eastern Region 9 Northumberland Avenue, London, W.C.2.

Free booklets.

Commission for Northern Region 9 Northumberland Avenue, London, W.C.2.

Free booklets.

Commission for Western Region 178 Great Portland Street, London W.1.

Free booklets.

Nigerian High Commission, 9 Northumberland Avenue, London, W.C.2.

Free map and booklets.

Pictorial Charts Unit, 181 Uxbridge Road, Hanwell, London, W.7.
Wall charts on sale.

Shell Petroleum Company, Shell Centre, London, S.E.1.
Project 'Exploring for oil in Nigeria' on sale.

See Commonwealth, p. 169; Vegetable Oils, p. 167; Cocoa, p. 164.

NORTHERN RHODESIA

Commission for Northern Rhodesia, 130 Jermyn Street, London, S.W.1.
Free booklets.

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.
Wall chart for sale.

See Commonwealth, p. 169; Copper, p. 196.

NYASALAND

Commission for Nyasaland, 425 Strand, London, W.C.2.

See Commonwealth, p. 169.

SIERRA LEONE

Sierra Leone High Commission, 33 Portland Place, London, W.1.

Free booklets.

See Commonwealth, p. 169.

SOUTH AFRICA

Pictorial Charts Unit, 181 Uxbridge Road, Hanwell, London, W.7.
Wall charts on sale.

South African Deciduous Fruit Board, Publicity Promotions, 208
Upper Street, London, N.1.

Free booklet.

South African Embassy, Trafalgar Square, London, W.C.2.
Many free booklets and News Bulletin.

South African Tourist Corporation, 70 Piccadilly, London, W.1.
Free booklets.

South African Wine Farmers Association, 22 Great Tower Street,
London, E.C.3.

Booklet and wall chart free.

See Fruit, p. 165.

SOUTHERN RHODESIA

Association of Agriculture, 78 Buckingham Gate, London, S.W.1.
Study of a tobacco and mixed farm on sale.

Commission for Southern Rhodesia, 425 Strand, London, W.C.2.

See Commonwealth, p. 169.

SUDAN

Sudan Embassy, Cleveland Row, London, S.W.1.

Films and handcrafts on loan free.

TANGANYIKA

Conference of British Missionary Societies, 2 Eaton Gate, London,
S.W.1.

Study kit for hire £1. 1s. a term.

East Africa Office, Grand Buildings, Trafalgar Square, London, W.C.2.

Films on loan free.

Tanganyika High Commission, 43 Hertford Street, London, W.1.

Free booklets.

See Commonwealth, p. 169.

TUNISIA

Tunisian Embassy, 29 Princes Gate, London, S.W.7.

Free booklets.

UGANDA

Uganda High Commission, 58 Trafalgar Square, London, W.C.2.

Films on loan free.

See Commonwealth, p. 169.

3. ASIA

BURMA

Burmese Embassy, 19A Charles Street, Berkeley Square, London, W.1.

Free booklet.

See Commonwealth, p. 169.

CEYLON

High Commission for Ceylon, 13 Hyde Park Gardens, London, W.2.

Free brochure, maps, news bulletin; films on loan free.

Pictorial Charts Unit, 181 Uxbridge Road, London, W.7.

See Commonwealth, p. 169, and Ceylon Tea Centre, p. 166.

CHINA

Chinese Chargé d'Affaires, 49 Portland Place, London, W.1.

Free booklets and People's China magazine monthly.

Pictorial Charts Unit, 181 Uxbridge Road, London, W.7.

Wall charts on sale.

HONG KONG

Hong Kong Government Office, 54 Pall Mall, London, S.W.1.

Free booklet; films on loan free.

Pictorial Charts Unit, 181 Uxbridge Road, Hanwell, London, W.7.

Wall chart on sale.

See Commonwealth, p. 169.

INDIA

Conference of British Missionary Societies, 2 Eaton Gate, London, S.W.1.

Study kit on India on loan for £1. 1s. a term.

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire. Wall chart for sale.

Indian Government Tourist Office, 21 New Bond Street, London, W.1. Free booklets and brochures; films on loan.

Indian High Commission, India House, Aldwych, London, W.C.2.

Information Section has films on loan free; free booklets. Publications Division has booklets, maps, books and postcards on sale. Reference Library.

Pictorial Charts Unit, 181 Uxbridge Road, Hanwell, London, W.7. Wall chart for sale.

Technicolor Ltd., Bath Road, Harmondsworth, West Drayton, Middlesex.

8-mm. cassettes of about 4 minutes for 800 E projector. Also from EFVA, 33 Queen Anne Street, London, W.1.

Tea Board of India, India House, Aldwych, London, W.C.2. Free booklet.

See Commonwealth, p. 169; Tea, p. 166.

INDONESIA

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire. Wall chart on sale.

Indonesian Embassy, 38 Grosvenor Square, London, W.1.

Information sheet, posters, weekly news sheet free.

Pictorial Charts Unit, 181 Uxbridge Road, London, W.7. Wall chart on sale.

IRAN

Iranian Embassy, 50 Kensington Court, London, W.8. Free booklets.

IRAQ

Iraq Embassy, 21 Queen's Gate, London, S.W.7. Booklets and monthly bulletin free.

ISRAEL

Citrus Marketing Board of Israel.

Booklet from Publicity Promotions Ltd., 208 Upper Street, London, N.1.

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.
Wall charts on sale.

Israel Embassy, 2 Palace Green, London, W.8.
Free brochures.

Israel Government Tourist Office, 59 St. James's Street, London,
S.W.1.

Free posters and brochures; photographs and films on loan free.

Pictorial Charts Unit, 181 Uxbridge Road, Hanwell, London, W.7.
Wall charts on sale.

JAPAN

Japan Airlines Co. Ltd., 8 Hanover Street, London, W.1.
Free brochures and posters; films on loan free.

Japanese Embassy, 46 Grosvenor Street, London, W.1.
Free booklets and statistics, posters, pictures and information bulletin; slides,
films, records and books on loan free. Lectures arranged.

Japan National Tourist Organisation, 6 Lower Regent Street, London,
S.W.1.

Posters and booklets free.

JORDAN

Jordan Embassy, 6 Phillimore Gardens, London, W.8.
Free pamphlets.

KOREA

Korean Embassy, 36 Cadogan Square, London, S.W.1.
Free booklets.

LAOS

Laos Embassy, 5 Palace Green, London, W.8.
Free booklet.

MALAYSIA

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.
Wall charts on sale.

Malaysian High Commission, 57 Trafalgar Square, London, W.C.2.
Free booklets and posters; photographs, exhibition material, records and films on
loan free; reference library; exhibition in Malaya House.

Pictorial Charts Unit, 181 Uxbridge Road, Hanwell, London, W.7.
Wall charts on sale.

Singapore Trade Commission, 16 Northumberland Avenue, London, W.C.2.

Free booklets.

See Commonwealth, p. 169; Rubber, p. 166; Tin, p. 196.

PAKISTAN

Pakistan High Commission, 35 Lowndes Square, London, S.W.1.

See Commonwealth, p. 169.

PHILIPPINES

Philippine Embassy, 9 Palace Green, London, W.8.

THAILAND

Royal Thai Embassy, 23 Ashburn Place, London, S.W.7.

TURKEY

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire. Wall chart on sale.

Turkish Embassy, 43 Belgrave Square, London, S.W.1.

Free booklets and posters.

U.S.S.R. (See p. 182).

VIETNAM

Vietnamese Embassy, 12 Victoria Road, London, W.8.

4. AUSTRALASIA

AUSTRALIA

Agent General for New South Wales, 56 Strand, London, W.C.2. Booklets free; slides and filmstrips on loan.

Agent General for Queensland, 409 Strand, London, W.C.2.

Booklets free, films and filmstrips on loan.

Agent General for South Australia, Villiers House, Strand, London, W.C.2.

Free booklets.

Agent General for Tasmania, 457 Strand, London, W.C.2.

Free booklets and films on loan free.

Agent General for Victoria, Victoria House, Melbourne Place, London, W.C.2.
Booklets free.

Agent General Western Australia, 115 Strand, London, W.C.2.
Booklets and maps free; cheap wall charts, wood samples, filmstrips; films on free loan.

Association of Agriculture, 78 Buckingham Gate, London, S.W.1.
Farm study of a sheep-wheat farm and a sugar farm on sale.

Australian Dried Fruit Board, 24 Great Tower Street, London, E.C.3.
Free booklet.

Australian Meat Board, 109 Kingsway, London, W.C.2.
Free booklet.

Australian News and Information Bureau, Australia House, Strand, London, W.C.2.

Free booklets, maps, wall charts; films, pictures and filmstrips on loan; bookshop, reference library.

Australian and New Zealand Bank, 71 Cornhill, London, E.C.3.
Free booklets.

Bank of New South Wales, Kingsway, London, W.C.2.
Free booklets.

Broken Hill Pty., 14 Hanover Square, London, W.1.
Folder on steel free.

Commercial Bank of Australia, 12 Old Jewry, London, E.C.2.
Free booklets.

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.
Wall charts on sale.

National Bank of Australasia, 6 Token House Yard, London, E.C.2.
Booklet free.

Pictorial Charts Unit, 181 Uxbridge Road, Hanwell, London, W.7.
Wall charts on sale.

Qantas Airways Ltd., Piccadilly, London, W.1.
Free brochures.

Snowy Mountain Scheme Office, Australia House, Strand, London, W.C.2.
Free brochure; booklet for sale.

Victoria Promotion Committee, 47 Princes Gate, London, S.W.7.
Free booklet.

See Commonwealth, p. 169.

NEW ZEALAND

Association of Agriculture, 78 Buckingham Gate, London, S.W.1.
Studies of a dairy and a fat lamb farm.

Australia and New Zealand Bank, 71 Cornhill, London, E.C.3.
Free booklet.

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.
Chart.

National Bank of New Zealand, 8 Moorgate, London, E.C.2.
Free booklet.

New Zealand Apple and Pear Marketing Board, 125 Strand, London,
W.C.2.

Booklet free from Publicity Promotions Ltd., 208 Upper Street, London, N.1.

New Zealand Dairy Products Marketing Commission, St. Olaf House,
Tooley Street, London, S.E.1.

Posters and booklets free.

New Zealand High Commission, Haymarket, London, S.W.1.

Booklets and posters free; films and filmstrips on loan free; reference library;
statistics; atlas for sale.

Pictorial Charts Unit, 181 Uxbridge Road, Hanwell, London, W.7.
Chart.

See Commonwealth, p. 169.

5. EUROPE, EXCLUDING UNITED KINGDOM

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.
Wall charts on sale.

European Community Information Service, 23 Chesham Street, London,
S.W.1.

Free booklets on the Common Market, the European Coal and Steel Community
and Euratom. *European Community*, a free monthly review. Films on loan free.

Pictorial Charts Unit, 181 Uxbridge Road, Hanwell, London, W.7.
Wall charts on sale.

AUSTRIA

Austrian Institute, 28 Rutland Gate, London, S.W.7.
Free brochures, booklets and maps; books, slides, filmstrips and films on loan free.

BELGIUM

Belgian National Tourist Office, 66 Haymarket, London, S.W.1.
Booklets and brochures free.

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.
Wall charts on sale.

BULGARIA

Bulgarian Legation, 12 Queen's Gate Gardens, London, S.W.7.
Free leaflets.

CYPRUS

Cyprus High Commission, 93 Park Street, London, W.1.
Free brochure.

See Commonwealth, p. 169.

CZECHOSLOVAKIA

Czechoslovak Embassy, 6 Kensington Palace Gardens, London, W.8.
Free booklets, films on loan free.

Czechoslovak Travel Bureau, 45 Oxford Street, London, W.1.
Free brochures.

DENMARK

Danish Agricultural Producers, 2 Conduit Street, London, W.1.
Free booklet and films on loan free.

Danish Embassy, 29 Pont Street, London, S.W.1.
Free booklets and films on loan free.

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.
Wall chart on sale.

FINLAND

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.
Wall chart on sale.

Finnish Embassy, 66 Chester Square, London, S.W.1.
Free brochures, maps and booklets; photographs and colour slides on loan free
through *Sound Services*, Wilton Crescent, London, S.W.19.

Finnish Travel Information Centre, 56 Haymarket, London, S.W.1.
Films and filmstrips on loan free; news bulletins free.

FRANCE

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.
Wall charts on sale.

French Embassy, 22 Wilton Crescent, London, S.W.1.
Exhibitions on loan free.

French Government Tourist Office, 178 Piccadilly, London, W.1.
Free booklets and posters sent to heads of schools; films on hire for a small fee.

French Institute, Queensberry Place, London, S.W.7.
Films and books on loan free.

French Railways, 179 Piccadilly, London, W.1.
Free brochures, films on loan free.

Pictorial Charts Unit, 181 Uxbridge Road, Hanwell, London, W.7.
Wall chart on sale.

GERMANY

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.
Wall chart on sale.

West German Embassy, material from Curzon Publicity, 31 St. James's Place, London, S.W.1.
Many booklets free; films on loan free.

GREECE

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.
Wall chart on sale.

Greek Embassy, 24 Hyde Park Square, London, W.2.
Brochures and booklets free; films and filmstrips on loan free.

National Tourist Organization of Greece, 195 Regent Street, London, W.1.

Free pamphlets.

ICELAND

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.
Wall chart on sale.

Icelandic Embassy, 1 Eaton Terrace, London, S.W.1.
Free booklets, films on loan.

Iceland Tourist Information Bureau, 161 Piccadilly, London, W.1.
Free brochures.

IRELAND (REPUBLIC OF)

Irish Tourist Office, 71 Regent Street, London, W.1.
Free booklets, films on loan free.

ITALY

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.
Wall chart on sale.

Italian Institute of Culture, 39 Belgrave Square, London, S.W.1.

Free booklets; books on loan to members.

Italian State Tourist Department, 201 Regent Street, London, W.1.

Free posters and pamphlets; films on hire through *Sound Services*, Wilton Crescent, London, S.W.19.

MALTA

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.

Wall chart on sale.

Malta Government Tourist Board, 24 Haymarket, London, S.W.1.

Free posters and brochures; slides and a film on loan free.

See Commonwealth, p. 169.

NETHERLANDS

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.

Wall chart on sale.

Netherlands Embassy, 38 Hyde Park Gate, London, S.W.7.

Free booklets and wall charts; exhibition cases on loan free; films on loan from *Educational Foundation for Visual Aids*, 33 Queen Anne Street, London, W.1
Lectures arranged free.

NORWAY

Bergen Line, 21 Cockspur Street, London, S.W.1.

Free brochures; films on loan free.

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.

Wall chart on sale.

Norwegian Embassy, 25 Belgrave Square, London, S.W.1.

Slides, filmstrips, books and films on loan free.

POLAND

Polish Cultural Institute, 16 Devonshire Street, London, W.1.

Free booklets, maps and statistics; films and exhibition on loan free.

Polish Embassy, 47 Portland Place, London, W.1.

Free booklets and news bulletin.

PORTUGAL

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.

Wall chart on sale.

Portuguese Embassy, 11 Belgrave Square, London, S.W.1.

Free pamphlets and news bulletin.

Portuguese State Office of Tourism, 20 Lower Regent Street, London, S.W.1.

Free booklets, posters and pamphlets; films on loan free.

SPAIN

Iberian Airways, 19 New Bond Street, London, W.1.

Free brochures.

Institute of Spain, 102 Eaton Square, London, S.W.1.

Free brochures; reference library.

Spanish National Tourist Office, 70 Jermyn Street, London, S.W.1.

Free posters and pamphlets; films on loan free.

SWEDEN

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.

Wall chart on sale.

Swedish Institute for Cultural Relations, 49 Egerton Crescent, London, S.W.3.

Free booklets; films, filmstrips and books on loan free.

Swedish National Travel Association, 52 Conduit Street, London, W.1.

Free posters.

SWITZERLAND

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.

Wall chart on sale.

Swiss National Tourist Office, 458 Strand, London, W.C.2.

Free brochures; films and filmstrips on loan free.

UNION OF SOVIET SOCIALIST REPUBLICS

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.

Wall charts on sale.

Pictorial Charts Unit, 181 Uxbridge Road, Hanwell, London, W.7.

Wall charts on sale.

Society for Cultural Relations with the U.S.S.R., 118 Tottenham Court Road, London, W.1.

Free booklets; a large selection of books, booklets, photographs, maps, exhibitions and filmstrips on loan; lectures organized; films from *Education and Television Films Ltd.*, 164 Shaftesbury Avenue, London, W.C.2.

YUGOSLAVIA

Yugoslav Embassy, 25 Kensington Gore, London, S.W.7.

Free booklets; films on loan free from *Country Films Ltd.*, 14 Soho Square, London W.1.

Yugoslav National Tourist Office, 143 Regent Street, London, W.1.

Free brochures and posters; slides and films on loan free.

6. NORTH AMERICA**CANADA**

Agent General for Alberta, 37 Hill Street, London, W.1.

Free booklets and pamphlets; films on loan free.

Agent General for the Atlantic Provinces, 60 Trafalgar Square, London, W.C.2.

Free booklets.

Agent General for British Columbia, 1 Regent Street, London, S.W.1.

Free booklets.

Agent General for Manitoba, 1 Grosvenor Square, London, W.1.

Free booklets.

Agent General for Quebec, 12 Upper Grosvenor Street, London, W.1.

Free booklets.

Agent General for Ontario, Charles II Street, London, S.W.1.

Free booklets.

Agent General for Saskatchewan, 28 Chester Street, Belgrave Square, London, S.W.1.

Free booklets.

Alcan (UK) Ltd., 30 Berkeley Square, London, W.1.

Leaflets on aluminium free.

Association of Agriculture, 78 Buckingham Gate, London, S.W.1

Farm studies with filmstrips.

Bank of Montreal, 47 Threadneedle Street, London, E.C.2.

Free booklet.

Canadian Government Travel Bureau, 19 Cockspur Street, London, S.W.1.

Booklets free.

Canadian High Commission, Canada House, Trafalgar Square, London, S.W.1.

Free booklets, maps and handbook; films and filmstrips on loan free.

Canadian National Film Board, 1 Grosvenor Square, London, W.1.
Films on many topics.

Canadian National Railways, 17 Cockspur Street, London, S.W.1.
Free brochures.

Canadian Pacific Railway Co., 62 Trafalgar Square, London, W.C.2.
Free brochures.

Canadian Wheat Board, 1 North Court, Great Peter Street, London, S.W.1.

Films on loan free.

Cunard Steamship Co. Ltd., Cunard Buildings, Pier Head, Liverpool, 3.
Free brochures.

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.
Wall charts on sale.

Pictorial Charts Unit, 181 Uxbridge Road, Hanwell, London, W.7.
Wall charts on sale.

Royal Bank of Canada, 6 Lothbury, London, E.C.2.
Free booklet.

Toronto and Dominion Bank, 3 King William Street, London, E.C.4.
Free booklet.

Trans-Canada Airlines, 24 New Bond Street, London, W.1.
Films on loan free.

See Commonwealth, p. 169; Wheat, p. 167; Nickel, p. 196; Aluminium, p. 196; Paper, p. 194.

BAHAMAS

Bahamas Tourist Board, 10 Old Bond Street, London, W.1.
Free pamphlets; films on loan free through *Golden Films Ltd.*, 60 Wardour Street, London, W.1.

BERMUDA

Bermuda Trade Development Board, 40 Piccadilly, London, W.1.
Brochures free.

UNITED STATES

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.
Wall charts on sale.

Swift and Co., 58 Smithfield, London, E.C.1.

Film on the U.S. meat industry on loan free.

United States Information Service, Grosvenor Square, London, W.1.
Free booklets, pictures and maps; books and photographs on loan free.

CARIBBEAN

British Honduras (See Commonwealth, p. 169).

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.
Wall chart on sale.

Pictorial Charts Unit, 181 Uxbridge Road, Hanwell, London, W.7.
Wall chart on sale.

COSTA RICA

Costa Rican Legation, 65 London Road, Stanmore, Middlesex.
Free booklet.

GUATEMALA

Guatemalan Legation, 30 Collingham Gardens, London, S.W.5.
Free booklet.

CUBA

Cuban Embassy, 18 Westbourne Street, London, W.2.

EASTERN CARIBBEAN

Eastern Caribbean Commission, 229 Kensington High Street, London,
W.8.

Free brochures.

JAMAICA

Jamaican High Commission, 6 Bruton Street, London, W.1.
Free booklets.

See Commonwealth, p. 169.

TRINIDAD

Previté and Co. Ltd., Tubs Hill House (North Entrance) London Road, Sevenoaks, Kent.
Free pamphlets.

Trinidad and Tobago High Commission, 51 South Audley Street, London, W.1.

Free brochures; films and slides on loan free.

7. SOUTH AMERICA

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.
Wall chart on sale.

Trade and Travel Publications Ltd., 14 Leadenhall Street, London, E.C.3.

South American Handbook 12s. 6d., annually.

ARGENTINE

Argentine Airlines, 42 Brook Street, London, W.1.
Free brochures.

Argentine Embassy, 9 Wilton Crescent, London, S.W.1.

Free booklets; films on loan free.

BRITISH GUIANA

British Guianan Commission, 28 Cockspur Street, London, S.W.1.
Free booklet.

BRAZIL

Brazilian Embassy, 32 Green Street, London, W.1.
Free booklets.

CHILE

Anglo-Chilean Society, 3 Hamilton Place, London, W.1.
Free booklet; slides, films and filmstrips on loan free.

Chilean Embassy, 3 Hamilton Place, London, W.1.
Free booklet.

COLOMBIA

Colombian Embassy, 3 Hans Crescent, London, S.W.1.
Free booklets; films on loan free.

DOMINICA

Dominican Embassy, 4 Braemar Mansions, Cornwall Gardens, London, S.W.7.
Free booklets.

ECUADOR

Ecuador Embassy, 3 Hans Crescent, London, S.W.1.

Free booklets.

PERU

Peruvian Consulate, 52 Sloane Street, London, S.W.1.

URUGUAY

Uruguayan Embassy, 48 Lennox Gardens, London, S.W.1.

Information sheet free.

VENEZUELA

Venezuelan Embassy, 3 Hans Crescent, London, S.W.1.

Free booklets.

8. UNITED KINGDOM**GENERAL**

British Travel and Holiday Association, 64 St. James's Street, London, S.W.1.

Free brochures, booklets and posters; magazine on sale.

British Waterworks Association, 34 Park Street, London, W.1.

Films and filmstrips on loan free.

Central Office of Information (See p. 200).

Books and pictures on sale, pictures on loan, films on hire.

Educational Foundation for Visual Aids, 33 Queen Anne Street, London, W.1.

Ministry of Education Visual Units 'Water Supply', £1. 10s., 'Local Studies', £4 plus films.

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.

Her Majesty's Stationery Office (See p. 159).

Many books, booklets, reports, maps and posters.

G.P.O. Headquarters, Public Relations Department, St. Martin-le-Grand, London, E.C.1.

Booklets, posters, wall charts free; films on loan free.

National Parks Commission, 1 Cambridge Terrace, London, N.W.1.

Free posters and maps; filmstrips and booklets on sale.

National Trust, 42 Queen Anne's Gate, London, S.W.1.
 Leaflets on properties and cards. Booklets on sale on properties.

Pictorial Charts Unit, 181 Uxbridge Road, Hanwell, London, W.7.

Most large towns publish information guides.

REGIONS

LONDON

Billingsgate Market, London, E.C.3.

Free pamphlet.

City of London Information Centre, St. Paul's Churchyard, London, E.C.4.

Free booklets.

Covent Garden Market, London, W.C.2.

Free information sheet.

London Airport, Hounslow, Middlesex.

Free information sheet.

London Transport, Public Relations Division, 55 Broadway, London, S.W.1.

Free transport maps. Booklets for sale on expeditions in London and Home Counties.

The London Museum, Kensington Palace, London, W.8.

Displays on historical London and booklets on sale.

Metropolitan Water Board, New River Head, Rosebery Avenue, London, E.C.1.

Free booklet.

Port of London Authority, London, E.C.3.

Booklets and pictures on sale; filmstrips on loan.

Smithfield Market, London, E.C.1.

Free booklet.

Thames Conservancy, 2 Norfolk Street, London, W.C.2.

Free booklets.

OTHERS

Bristol Port Authority, Queen Square, Bristol, 1.

Film on loan free.

British Transport Docks Board, Melbury House, Melbury Terrace, London, N.W.1.

Free booklets on many docks.

British Waterways, Melbury House, Melbury Terrace, London, N.W.1.

Brochure free; booklets on sale.

Building Centre, 26 Store Street, London, W.C.1.

Exhibition and brochures free.

Cadbury Bros. Ltd., Bournville, Birmingham.

Our Birmingham booklet on sale.

Commission for New Towns, Crawley Executive, Broadfield, Crawley, Sussex.

Free information sheet.

Educational Films of Scotland, 16 Woodside Terrace, Charing Cross, Glasgow, C.3.

Scottish films on loan.

Geographia Ltd., 68 Fleet Street, London, E.C.4.

Maps of Merseyside, Clydeside and West Midlands showing housing types, industries and shops. Also booklet and statistics from £3. 10s.

Government of Northern Ireland, 13 Lower Regent Street, London, S.W.1.

Free wall charts and booklets; filmstrips and films on loan; lectures arranged.

Isle of Man Tourist Board, 13 Victoria Street, Douglas, Isle of Man.

Slides and films on loan free.

Jersey Tourist Information Bureau, 118 Grand Buildings, Trafalgar Square, London, W.C.2.

Free booklets; films and filmstrips on loan.

Manchester Ship Canal Co., Ship Canal House, King Street, Manchester.

Free booklet; film on loan.

Mersey Docks and Harbour Board, Liverpool, 3.

Free booklet and map.

North East Development Council, 20 Collingwood Street, Newcastle upon Tyne, 1.

Booklet on industries in the North East.

Southampton Port Authority, Town Quay, Southampton, Hampshire.
Information sheet and brochures free.

Stevenage Development Corporation, Deneshill House, Danestrete,
Stevenage, Hertfordshire.

Free booklet; plans and photographs on loan.

Town and Country Planning Association, 28 King Street, London,
W.C.2.

Slides for hire on Stevenage, Crawley and Harlow.

Welsh Tourist Board, Terminal Buildings, Wood Street, Cardiff.

Free posters and pamphlets.

AGRICULTURE

Association of Agriculture, 78 Buckingham Gate, London, S.W.1.

Farm Study Scheme sample farms with maps, detailed information and filmstrips
on sale. Bibliography free. (See p. 211.)

Ministry of Agriculture, Fisheries and Food, Whitehall Place, London,
S.W.1.

Photograph sets on loan free on many farming types; reference library.

National Federation of Young Farmers Clubs, 55 Gower Street, Lon-
don, W.C.1.

Farming booklets on sale from Evans Brothers Ltd. (See p. 280.) Will arrange
farm visits.

CEREALS

Brown and Polson Ltd., 125 Strand, London, W.C.2.

Free wall chart and booklets.

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.
Wall chart on sale.

Flour Advisory Bureau Ltd., 21 Arlington Street, London, S.E.1.

Free samples and booklet.

Hovis Ltd., 154 Grosvenor Road, London, S.W.1.

Free booklet with samples.

Kellogg Co. Ltd., Stretford, Manchester.

Free booklet.

McDougalls Ltd., Wheatsheaf Mills, London, E.14.

Free booklet, samples on sale.

McVitie and Price, Ltd., Harlesden, London, N.W.10.

Free booklet and wall chart.

Nabisco Foods Ltd., Welwyn Garden City, Hertfordshire.

Free pamphlet. Wall chart on sale.

Pictorial Charts Unit, 181 Uxbridge Road, Hanwell, London, W.7.

Protein Bread Advisory Service, 109 New Bond Street, London, W.1.

Free booklet.

Quaker Oats Ltd., Southall, Middlesex.

Free wall chart and samples.

Rank, Hovis McDougall Ltd., Millocrat House, Eastcheap, London, E.C.3.

Free samples.

Weetabix Ltd., Weetabix Mills, Burton Latimer, Kettering, Northamptonshire.

Free poster and booklet.

DAIRY PRODUCTS

British Egg Marketing Board, Wingate House, Shaftesbury Avenue, London, W.1.

Free booklets.

Cheese Bureau, 40 Berkeley Square, London, W.1.

Free booklet.

Kraft Foods Ltd., 259 Marylebone Road, London, N.W.1.

Free booklet.

National Dairy Council, Melbourne House, Aldwych, London, W.C.2.
(This includes the National Milk Publicity Council and the English County Cheese Council.)

Free booklets for infants and project books for juniors; wall charts with notes and small reproductions on sale for junior and secondary schools; films and film-strips on loan free.

United Dairies Ltd., 34 Palace Court, London, W.2.

Films and photographs on loan free; dummy samples free.

OTHER FOODS

Birds Eye Foods Ltd., Station Avenue, Walton on Thames, Surrey.

Free wall chart and booklets on food processing.

British Sugar Corporation Ltd., 134 Piccadilly, London, W.1.

Free booklet on sugar beet.

Heinz, H. J., and Co. Ltd., 195 Great Portland Street, London, W.1.

Free booklet on food processing; films on loan free.

Oxo Ltd., Thames House, Queen's Street Place, London, E.C.4.

Free booklet.

Potato Marketing Board, 50 Hans Crescent, London, S.W.1.

Free schools project book, map, wall chart and booklet.

James Robertson and Sons Ltd., 105 Lingfield Road, Edenbridge, Kent.

Free wall chart on fruit and dummy samples.

Smedley's Ltd., Whyteleafe, Surrey.

Free booklet on food processing.

Walls Ltd.

Free wall chart on ice-cream from *Link Information Services*, Orchard House, Orchard Street, London, W.1.

Whitbread and Co. Ltd., Chiswell Street, London, E.C.1.

Free booklet and samples of raw materials.

FARM MACHINERY

Ford Motor Co. Ltd., Dagenham, Essex.

Free booklets.

International Harvester Co. Ltd., 259 City Road, London, E.C.1.

Free brochures.

Massey-Ferguson (U.K.) Ltd., Banner Lane, Coventry, Warwickshire.

Free brochures, filmstrips on loan free.

FERTILIZER

Fisons Ltd., Harvest House, Felixstowe, Suffolk.

Free booklets.

FISH

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.

Wall chart on sale.

G.B. Films Ltd., 1 Aintree Road, Perivale, Middlesex.

Wall chart on sale.

Herring Industry Board, 1 Glenfinlas Street, Edinburgh, 3.

Free booklet and filmstrip.

Ministry of Agriculture, Fisheries and Food, Fisheries Department, Whitehall Place, London, S.W.1.

Free information sheets and lists of sources of films, wall charts and other information. Central Office of Information poster on loan.

Pictorial Charts Unit, 181 Uxbridge Road, Hanwell, London, W.7.

Wall chart on sale.

Unilever Information Division, Unilever House, Blackfriars, London, E.C.4.

Free booklet in quantity; wall chart; filmstrip for sale; films on loan free.

White Fish Authority, 2 Cursitor Street, London, E.C.4.

Free booklet; cheap wall chart and filmstrip; films on loan free.

INDUSTRY

CERAMICS

Cement and Concrete Association, 52 Grosvenor Gardens, London, S.W.1.

Free booklet.

Cement Marketing Company Ltd., Portland House, Stag Place, London, S.W.1.

Free booklet; colour film about cement manufacture on loan free.

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.

Wall charts on sale.

English China Clays, 14 High Cross Street, St. Austell, Cornwall.

Free booklet *The Story of China Clay* and samples.

Glass Manufacturers' Federation, 19 Portland Place, London, W.1.

Free booklet on glass.

London Brick Co. Ltd., Africa House, Kingsway, London, W.C.2.

Free booklets.

Pilkington Bros. Ltd., St. Helens, Lancashire.

Free booklets, pictures and samples on glass.

Spode, Spode Works, Stoke on Trent, Staffordshire.

Free booklets.

Josiah Wedgwood and Sons Ltd., 34 Wigmore Street, London, W.1.

Free booklet.

IRON AND STEEL

British Iron and Steel Federation, Steel House, Tothill Street, London, S.W.1.

Free booklets and wall charts; sample set and filmstrip on sale; films on loan free.

B.S.A. Cycles Ltd., Coventry Road, Birmingham, 26.

Booklets and wall charts free.

Dorman Long and Co. Ltd., Zetland Road, Middlesbrough, Yorkshire.

Free booklets; films on loan free.

English Steel Corporation Ltd., River Don Works, Sheffield, 9.

Free booklets.

Raleigh Industries Ltd., Lenton Boulevard, Nottingham.

Free wall charts and booklets.

Stewarts and Lloyds Ltd., Corby, Lincolnshire.

Films on loan free.

PAPER

Bowater Paper Corporation Ltd., Knightsbridge, London, S.W.1.

Wall chart, booklet and samples free; films on loan free.

Educational Foundation for Visual Aids Ltd., 33 Queen Anne Street, London, W.1.

Ministry of Education Visual Unit 'Printing and Paper Making' on sale.

Reed Paper Group Ltd., Reed House, 82 Piccadilly, London, W.1.

Free booklets, paper samples and wall chart; filmstrip with recorded commentary and films on loan free; filmstrip for sale.

Wiggins Teape and Alex Pirie Ltd., Gateway House, 1 Watling Street, London, E.C.4.

Free booklets.

SOAP

Proctor and Gamble Ltd., Box 137, Newcastle upon Tyne.

Free booklet and wall chart.

Unilever Information Division, Unilever House, Blackfriars, London, E.C.4.

Free booklet and wall chart, filmstrip on sale, films on loan free.

TEXTILES (COTTON, JUTE, LINEN, SILK, SYNTHETIC FIBRES AND WOOL)

The Cotton Board, Home Trade Department, 3 Alberton Street, Manchester, 3.

Free leaflets; wall chart, sample box, book on processing, filmstrips on sale at a small charge; photographs and films on loan free.

United States Information Service, Grosvenor Square, London, W.1.
Free booklet on cotton.

The British Jute Trade Federal Council, Royal Exchange, Dundee, Scotland.

Booklets and samples for sale.

The Flaxspinners' and Manufacturers' Association of Great Britain, 4 Chamber of Commerce Building, Dundee, Scotland.

Free booklet; sample box on sale.

Irish Linen Guild, 91 Oxford Street, London, W.1.

Free booklets, samples and wall chart; 'educational box' on sale; displays on loan free.

The Old Bleach Linen Co. Ltd., Randalstown, Northern Ireland.

Booklet and samples on sale.

Lullingstone Silk Farm, Ayot House, Ayot St. Lawrence, Hertfordshire.

Specimen box on sale.

Sewing Silks Ltd., Perivale Mills, Greenford, Middlesex.

Free pamphlets; display card and samples on sale on silk. Free samples and pamphlets on synthetic fibres.

The Silk Centre, 51a George Street, Richmond, Surrey.

Set of booklets on sale for teachers and a set for children; pictures on loan free.

British Man Made Fibres Federation, 58 Whitworth Street, Manchester, 1.

Free booklets and samples.

Courtaulds Ltd., 16 Saint Martin-le-Grand, London, E.C.1.

Free booklet and samples on synthetic fibres.

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.

Wall chart for sale on synthetic fibres.

Association of Agriculture, 78 Buckingham Gate, London, S.W.1.
Australian sheep-wheat farm study.

Educational Foundation for Visual Aids, 33 Queen Anne Street, London, W.1.

Ministry of Education Visual Unit on Wool, 15s. plus films.

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.

Wall chart for sale on wool.

International Wool Secretariat, Berkeley Street, Berkeley Square, London, W.1.

A wide range of material is available on sale including booklets, samples, posters, filmstrips; films on loan free. See Catalogue for details.

MINERALS

Aluminium Federation, Portland House, Stag Place, London, S.W.1.

Free specimens and booklets; wall chart on sale.

Alcan (UK) Ltd., 30 Berkeley Square, London, W.1.

Free leaflets on aluminium.

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.

Wall chart on sale on asbestos.

Previté and Co. Ltd., Tabs Hill House (North Entrance), London Road, Sevenoaks, Kent.

Free pamphlet on asphalt.

Copper Development Association, 55 South Audley Street, London, W.1.

Free booklets.

International Nickel Co. Ltd., Thames House, Millbank, London, S.W.1.

Booklets and samples on nickel.

Lead Development Association, 34 Berkeley Square, London, W.1.

Free booklet and wall chart.

Malaysian High Commission, 57 Trafalgar Square, London, W.C.2.

Booklet on tin free.

Tin Research Institute, Fraser Road, Perivale, Greenford, Middlesex.

Wall chart for sale.

Imperial Smelting Corporation, 6 St. James's Square, London, S.W.1.

Free booklets and samples on zinc.

POWER

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.

Wall charts on sale.

Pictorial Charts Unit, 181 Uxbridge Road, Hanwell, London, W.7.

Wall charts on sale.

ATOMIC ENERGY

Atomic Energy Authority, 11 Charles II Street, London, S.W.1.

Free pamphlets, map, and wall chart; filmstrip for sale.

COAL

The Gas Council, 1 Grosvenor Place, London, S.W.1.

Booklets and wall charts free and filmstrips on loan free from local area gas board and films on loan free from headquarters.

The National Coal Board, Hobart House, Grosvenor Place, London, S.W.1.

Free booklets, posters and maps; films on loan free.

ELECTRICITY

Central Electricity Generating Board, 157 Blackfriars Road, London, S.E.1.

Free booklet, posters on sale. Exhibition open free at Winsley House, London, W.1.

Electricity Council, 30 Millbank, London, S.W.1.

Posters, booklets and wall charts free and films on loan free.

Electricity Development Association, 2 Savoy Hill, London, W.C.2.

Booklets free and films and filmstrips on loan free.

Hotpoint Ltd., Hotpoint House, Putney, London, S.W.15.

Free brochures on electrical equipment.

GAS

Gas Council, 1 Grosvenor Place, London, S.W.1.

Free booklets and wall charts; films on loan free.

OIL

British Petroleum Co. Ltd., Britannic House, Finsbury Circus, London, E.C.2.

Wall charts free, films on loan free.

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.

Wall chart on sale.

Esso Petroleum Co. Ltd., Victoria Street, London, S.W.1.

Free wall charts, maps, booklets and magazine; films on loan free.

Mobile Oil Co., Caxton House, Westminster, London, S.W.1.

Free booklet.

Petroleum Information Bureau, 4 Brook Street, Hanover Square, London, W.1.

Pamphlets and wall charts free; filmstrips, samples, display cabinets and photographs on loan free.

Pictorial Charts Unit, 181 Uxbridge Road, Hanwell, London, W.7.

Wall chart on sale.

Shell Mex and B.P. Ltd., Shell Mex House, Strand, London, W.C.2.

Free wall charts, booklets and magazine.

Shell Petroleum Co. Ltd., Shell Centre, London, S.E.1.

Free booklets, wall charts and notes on project work; samples on loan free; films on a wide variety of subjects on loan free.

TRANSPORT

British Transport Board, 222 Marylebone Road, London, N.W.1.

British Transport Commission.

Films and filmstrips on loan free from 25 Savile Row, London, W.1.

Central Office of Information (See p. 200).

Dunlop Rubber Co. Ltd., 10 King Street, London, S.W.1.

Free booklet *The Story of the Wheel* in quantity.

Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.

Wall chart on sale.

Ministry of Transport, Saint Christopher House, Southwark Street, London, S.E.1.

Pamphlets; list of sources of films.

Pictorial Charts Unit, 181 Uxbridge Road, Hanwell, London, W.7.

Wall charts on sale.

Royal Society for the Prevention of Accidents, 52 Grosvenor Gardens, London, S.W.1.

Free posters, leaflets, booklets, games; film and filmstrips on loan free.

AIR

Air Ministry, Adastral House, Theobald's Road, London, W.C.1.
Free booklet on planes.

British European Airways, 103 Wigmore Street, London, W.1.
Free booklet *About Your Flight*.

British Overseas Airways Corporation, Stratton Street, London, W.1.
Free booklet.

Dunlop Rubber Co. Ltd., 10 King Street, London, S.W.1.
Free booklet *The Story of Flight* in quantity.

Pan American World Airways, 193 Piccadilly, London, W.1.
Free booklet on planes and magazine; films on loan free.

Qantas Airways Ltd., 57 Piccadilly, London, W.1.
Free booklets and magazine.

Trans-Canada Airlines, 24 New Bond Street, London, W.1.
Films on loan free.

RAIL

British Railways, 222 Marylebone Road, London, N.W.1.
Free booklets; posters for sale.

British Transport Museum, Triangle Place, London, S.W.4.

ROAD

Austin Motor Co., Longbridge, Birmingham.
Free booklets and wall charts.

Automobile Association, Fanum House, Leicester Square, London, W.C.2.

Annual Handbook free to members. Continental Handbook on sale to members.

British Road Services, Melbury House, Melbury Terrace, London, N.W.1.

Free booklets.

WATER

British India Steam Navigation Co., 1 Aldgate, London, E.C.3.
Free pamphlets and poster.

British Transport Docks Board, Melbury House, Melbury Terrace, London, N.W.1.

Free booklets.

British Waterways, Melbury House, Melbury Terrace, London, N.W.1.

Booklets on sale, free pamphlets.

Cunard Steamship Co. Ltd., Cunard Buildings, Pier Head, Liverpool, 3. Free brochures.

Inland Waterways Association, 4 Emerald Street, London, W.C.1.

Free booklist, films and filmstrips on loan free.

Manchester Ship Canal Company, Ship Canal House, King Street, Manchester.

Free booklet, films on loan.

P & O Orient Lines, 122 Leadenhall Street, London, E.C.3.

Free brochures.

Port of Bristol Authority, Queen Square, Bristol, 1.

Film on loan free.

Port of London Authority (See p. 188).

Trinity House, Town Hall, London, E.C.3.

Free booklets.

Union Castle Mail Steamship Co. Ltd., 19 Old Bond Street, London, W.1.

Free brochures.

COMMUNICATIONS

Cable and Wireless, Mercury House, Theobald's Road, London, W.C.1.

Films on loan free.

G.P.O., Public Relations Department, St. Martin-le-Grand, London, E.C.1.

Free booklets and posters.

P. B. DEMPSTER.

4. Central Office of Information

SERVICES AVAILABLE TO THE UNITED KINGDOM PUBLIC

The Central Office of Information is a government department acting as the central government agency for the preparation and supply of publicity material asked for by other government departments,

Certain of its products are made available to the public in this country. Details of how these can be obtained are given below.

I. FILMS

The C.O.I. Central Film Library, Government Building, Bromyard Avenue, Acton, London, W.3

lends (normally on hire, see below) a large variety of documentary and short films on many subjects, both general and specialized. Subjects include: the Commonwealth, education, farming, foreign countries, government and citizenship, health, industry, road safety, the Royal Family, ships and the sea, town planning and many others. There are also a number of filmstrips, on sale only.

The Library holds a considerable number of important and authoritative films (and a selection of filmstrips) of a technical and instructional nature (on industrial, medical, vocational guidance, agricultural and similar topics).

The films are also obtainable from the affiliated libraries in Scotland and Wales.

SCOTLAND Scottish Central Film Library, 16-17 Woodside Terrace, Charing Cross, Glasgow, C.3.

WALES Central Film Library of Wales, 42 Park Place, Cardiff.

A hire charge is payable for most of the films. All are available in 16-mm. size, and a number also in 35-mm. The Library publishes two catalogues: (1) a main catalogue of sound films (price 4s. 6d.); (2) a special catalogue of sound films for industry (price 3s.). In addition, films of which full copyright is held by the Central Office of Information can be bought. Full details can be obtained from the Central Film Library, from whom the catalogues are directly available.

Commonwealth films are obtainable at reduced hire rates by users borrowing them in quantity. This is done through a special coupon scheme: details from the Library.

A certain number of films are available free of charge by courtesy of the sponsor.

II. PHOTOGRAPHS

The C.O.I. maintains a library of black-and-white photographs and colour transparencies, from official and selected commercial agency

sources, illustrating the British way of life both at home and in United Kingdom Dependencies.

The library is housed at Hercules Road, Westminster Bridge Road, London, S.E.1. (opposite Lambeth North Underground Station—Bakerloo Line) and is open to visitors between 10 a.m. and 4 p.m., Monday to Friday. Library facilities are offered to the Press and publishers, and to any visitors requiring pictures for publication, research, teaching or publicity purposes. Prints are obtainable at normal trade prices.

Prints cannot be sent out on approval or loan but the Librarian will make selections to specific briefs, provided the customer is willing to accept selections so made. Visitors are welcome to make their own selections.

III. PUBLICATIONS AND POSTERS

1. FREE

The items in this section are available free of charge from Circulation Section, Publications Division, Central Office of Information, Hercules Road, Westminster Bridge Road, London, S.E.1.

(a) *Broadsheets on Britain*: A monthly 4-page pamphlet, each issue dealing with a different aspect of the national economy, illustrated by picturegraphs.

(b) *National Budget* (produced annually): A poster in four colours, size 15 x 10 in., prepared for the Information Division of H.M. Treasury, presenting in graphic form an analysis of the national income and expenditure.

(c) *The Commonwealth*: A guide to material and information services available to schools and the public. This 32-page booklet contains details of many visual aids on Commonwealth affairs, including films, filmstrips, maps, wall charts, periodicals, photo-posters and picture sets published by H.M. Stationery Office.

(d) *Material on Overseas Affairs*: The monthly bulletins, *Colombo Plan*, *Council of Europe News*, *NATO Letter* and *EFTA Bulletin*, and occasional documents on matters of topical significance, are issued to a limited number of persons on a central mailing list.

2. LOAN SERVICES

Picture sets and photo-posters are available on loan from the Regional Offices of the Central Office of Information:

<i>Region</i>	<i>Address</i>
Northern	Central Office of Information Prudhoe House, Prudhoe Street, NEWCASTLE UPON TYNE, 1.
East and West Ridings	Central Office of Information 42 Eastgate, LEEDS, 2.
North Midland	Central Office of Information Walton House, Granby Street, NOTTINGHAM.
Eastern	Central Office of Information Block D, Government Buildings, Brooklands Avenue, CAMBRIDGE.
London & S.E.	Central Office of Information Hercules Road, Westminster Bridge Road, LONDON, S.E.1.
South Western	Central Office of Information 61-63 Queen's Road, BRISTOL, 8.
Midland	Central Office of Information Windsor House, Temple Row, BIRMINGHAM, 2.
Southern	Central Office of Information Government Buildings No. 3, Whiteknights, READING.
North Western	Central Office of Information Coronation House, 1 New Brown Street, MANCHESTER, 4.
Welsh Office	Central Office of Information 42 Park Place, CARDIFF.

3. FOR SALE*Books and Pamphlets*

The Central Office of Information has prepared for government departments a variety of books and pamphlets on subjects of interest to the public. These are published by H.M. Stationery Office and are obtainable through any bookseller. A complete list of titles is published in H.M.S.O. Sectional List No. 53, which can be obtained post free from H.M.S.O. or the Central Office of Information (Circulation Section, Publications Division). (Postage must be added to the price of all publications ordered direct from H.M.S.O.)

Periodicals

Available on subscription from the Director of Publications, H.M.S.O., P.O. Box 569, London, S.E.1.

(a) *Commonwealth Today*: A 32-page pictorial magazine, with four pages in full colour, presenting stories of progress and of everyday life in the U.K., the other self-governing countries of the Commonwealth, and the dependent territories. Eight issues a year, subscription 10s. 6d.

(b) *Commonwealth Survey*: A fortnightly record of United Kingdom and Commonwealth affairs. The subject headings are: Government and Administration, Defence, Commonwealth Relations, Foreign Affairs, Economic General, Industry and Science, Social and Cultural, and the U.K. Dependencies. The Survey usually has 44 pages, and includes statistical tables wherever possible. Price 60s. per annum.

Reference Documents

Reference documents prepared as part of the Overseas Information Services are available to United Kingdom inquirers for a small charge, plus postage. A monthly sales catalogue can be sent regularly on request. There is a quarterly Diary of Forthcoming Events, with monthly supplements, for which the subscription is 13s. per annum (including postage). Application should be made to Distribution Unit, Reference Division, Central Office of Information, Hercules Road, Westminster Bridge Road, London, S.E.1.

NOTE FOR OVERSEAS READERS

Readers overseas should note that Central Office of Information material is obtainable through the appropriate U.K. Information Offices for Commonwealth countries and British Embassies or Legations for foreign countries.

SECTION V

GEOGRAPHICAL SOCIETIES AND OTHER ORGANIZATIONS

GEOGRAPHICAL SOCIETIES

The Geographical Association

The Geographical Association, founded in 1893, exists to further the knowledge of geography and the teaching of geography in all categories of educational institutions from preparatory school to university, in the United Kingdom and abroad. In addition to publishing the quarterly journal, *Geography*, the Association maintains a library of geographical books, textbooks, articles and journals (English and foreign). Two conferences are organized annually, one early in January in London at which an Annual General Meeting is held; and a second usually about Easter in a provincial centre. Other conferences and summer schools are held in Britain and abroad.

The policy and work of the Association is directed by an elected Council and administered by an Executive Committee. Branches are in operation throughout the country to unite members locally where there is sufficient demand for meetings, discussions, lectures and excursions. Names and addresses of local honorary secretaries may be obtained from the headquarters of the Association. Section and standing committees deal with work and inquiries related to geography and teaching in primary, public, preparatory and secondary schools, training colleges, institutes of further education, and also to visual aids in geography teaching, field work, etc.

Membership of The Geographical Association is open to all who are interested in geography and in education, to schools and colleges as well as to individuals. Full membership: £2. Student membership: £1. Corporate membership for schools, colleges or libraries: £4 or £2 according to the privileges required.

All inquiries concerning the Association should be sent, accompanied by a self-addressed, stamped envelope, to the Assistant Secretary, The Geographical Association, 343 Fulwood Road, Sheffield, 10.

PUBLICATIONS

Geography. Quarterly journal, published in January, April, July, November. 10s. 6d. per issue (issued free to members).

Articles of general and topical geographical interest and on the teaching of geography, reviews of geographical and related books, and announcements of news of interest to geography teachers.

Overlap of work in sixth-form and first-year university courses in geography: Supplementary Paper No. 1. 1s.

Geography in Secondary Schools: with special reference to the Secondary Modern School: E. W. H. Briault and D. W. Shave. Reprinted 1963. 3s. (2s. to members).

Teaching Geography in Junior Schools. Prepared by a joint committee from the Training Colleges and Primary Schools Sections of the Geographical Association. Reprinted with revisions 1962. 4s. 6d. (3s. 6d. to members).

Sample Studies. An introduction to this approach to geography teaching, five illustrated studies, and a 12-page bibliography of sources, 1962. 4s. 6d. (3s. 6d. to members).

British Landscapes through Maps series, edited by K. C. Edwards. Descriptions of landscapes on individual Ordnance Survey sheet maps. All include maps and photographs. 4s. 6d. each (3s. 6d. to members), (5s. from a bookseller).

1. *The English Lake District*. F. J. Monkhouse (O.S. Tourist Map: The Lake District). 1960.
2. *The Yorkshire Dales*. C. A. M. King (O.S. 1 inch sheet 90: Wensleydale). 1960.
3. *Guernsey*. H. J. Fleure (O.S. Sheet: Guernsey). 1961.
4. *The Chilterns*. J. T. Coppock (O.S. 1 inch sheet 159: The Chilterns). 1962.
5. *Snowdonia*. C. Embleton (O.S. 1 inch sheet 107: Snowdon). 1962.
6. *Merseyside*. R. Lawton and R. Kay Gresswell (O.S. 1 inch sheet 100: Liverpool). 1964.

In preparation: *Scarborough*.

Aerial Photographs Set 1. 4 photographs selected for class use from the *British Landscapes* series, in booklet form. 10 booklets 10s., 20 15s., 30 £1., 40 £1. 2s. 6d. (all 2s. 6d. less to members).

Exercises on Ordnance Survey Maps. No. 1. *The Lake District* (Tourist Sheet). 1s. 6d. (1s. 3d. in quantity). No. 2. *Wensleydale* (1 inch sheet 90). 1s. 6d. (1s. 3d. in quantity).

Related to the *British Landscapes through Maps* series, the exercises are planned for secondary school use selectively throughout the school.

Catalogue of the Library of the Geographical Association, published in classified regional sections which may be used as reference reading lists. *Asia*, 3s. 6d. (2s. 6d. to members); *Africa*, 3s. (2s. to members); *North and Latin America*, 4s. 6d. (3s. 6d. to members); *Australia, New Zealand and the Oceans*, 3s. (2s. to members).

Research in Picture Study. M. Long. Reprinted from *Geography*, Vol. XLVI, Part 4, 1961.

Britain and the Common Market. C. A. Fisher and M. J. Wise. Reprinted from *Geography*, Vol. XLVIII, Part 2, 1963.

Studies in the Geography of the South West Peninsula. S. W. Woolridge, A. Davies, and A. H. Shorter. Reprinted from *Geography*, Vol. XXXIX, Part 4, 1954.

Geography Room Plans. Duplicated plans prepared by the Secondary Schools Section Committee of the Geographical Association, 1s.

The Institute of British Geographers

The Institute was founded in 1933, and consists primarily of the academic geographers of Britain and the Commonwealth. Its objects are the study, discussion and advancement of geography, especially by the holding of meetings, which may be attended by the general public as well as by members. At the annual conference, held in January at one of the British Universities, papers are read and discussed, and the Institute also arranges field meetings from time to time. The Institute publishes research papers in its *Transactions and Papers*, copies of which are obtainable from the Hon. Treasurer, Dr. H. C. K. Henderson, Birkbeck College, Malet Street, London, W.C.1. Annual subscription, three guineas.

Royal Geographical Society

The main work of the Royal Geographical Society is directed toward maintaining and fostering British geographical exploration and research. The Society welcomes to its Fellowship all those who are anxious to promote these objects, even though they may themselves be unable to take an active part in exploration and discovery or may not have published original geographical work. The title 'F.R.G.S.' is not a distinction, but indicates a Fellowship in the sense of membership of a scientific Society incorporated by Royal Charter.

Fellows are entitled to attend all the meetings of the Society. Evening meetings, held at least once a month (Oct.-June), usually take the form of a lecture on some current geographical problem or on

some outstanding piece of exploration or travel, illustrated by slides or by a film. Other meetings are devoted to geographical films and to reading and discussing technical and research papers. All Fellows receive the *Geographical Journal*, and Associate Members may choose the *Journal* or the monthly *Geographical Magazine*.

One of the most used facilities offered to members is the Library of nearly 100,000 books, including the latest books on travel and exploration and on geographical and allied subjects. In addition to books, lantern slides and photographs can be borrowed. The Society's Map Room contains a unique collection of over 350,000 maps, historical as well as modern, and the Museum of Exploration has personal relics of the famous explorers of the past.

The Society gives advice on all general problems of travel and assistance in obtaining equipment. The Research Committee deals with problems of geographical research and the Expeditions Committee gives help to exploratory expeditions. Information about survey instruments and instruction in surveying is given by the Survey Committee. The Education Committee's chief concern is with the teaching of geography, and it has prepared and issued memoranda on careers for geographers, social studies, etc.

Candidates for the Fellowship of the Royal Geographical Society must be personally proposed by a Fellow of the Society. The entrance fee is £4; annual subscription, £4; single compounding fee, £60. Associate membership is open to those aged between seventeen and twenty years who are recommended by a Fellow or University or School authority. Annual subscription, £2 (without entrance fee).

The Society has recently instituted an Educational Corporate Membership, limited in numbers, with a minimum annual subscription of £10, to meet the special needs of schools, training and technical colleges and similar educational institutions.

The address of the Society is: The Royal Geographical Society, Kensington Gore, London, S.W.7.

PUBLICATIONS

The Geographical Journal. Published quarterly. Price to non-Fellows, 12s. 6d. per copy; annual subscription, £2. 13s.

The journal is important chiefly for its scientific accounts of recent explorations and travels, illustrated with photographs and maps. It also has articles on general geographical subjects and reviews of important books and maps.

MILL, H. R. *The Record of the Royal Geographical Society*, 1830-1930. £1 (Out of print).

This record of the first hundred years of the Society's work includes accounts of the achievements of the explorers who have been assisted in their work and have received medals from the Society.

CRONE, G. R. *The Royal Geographical Society: a Record, 1931-1955.* 3s. A short continuation of Dr. Mill's work.

Hints to Travellers. I. Survey and Field Astronomy. 456 pp. (11th ed. 1935, repr. 1944). 16s. (Fellows, 12s.) (*Out of print*). II. Organization and Equipment; Scientific Observation; Health, Sickness and Injury. 489 pp. 11th ed. 1938, repr. 1947. 14s. (Fellows, 10s. 6d.).

New Geographical Literature and Maps. Published half-yearly. Annual subscription, 15s. A classified list of accessions to Library and Map Room; a gummed paper edition available to facilitate maintenance of a card index.

RESEARCH SERIES

AHLMANN, H. *Glaciological Research on the North Atlantic Coasts.* Research Series, No. 1. 83 pp. 1948. 7s. 6d. (Fellows, 6s.).

JENNINGS, J. N. *The Origin of the Broads.* Research Series, No. 2. 66 pp. 1952. 10s. (Fellows, 7s. 6d.).

LAMBERT, J. M., JENNINGS, J. N. AND OTHERS. *The Making of the Broads,* Research Series, No. 3. 150 pp. 1960. 25s. (Fellows, 20s.).

LEWIS, W. V. (Ed.). *Investigations on Norwegian cirque glaciers.* Research Series, No. 4. 104 pp. 1960.

PAMPHLETS

BALCHIN, W. G. V. *Air Transport and Geography.* 1s. (*Out of Print*.)

CONS, G. J. *Geography and Visual Education.* 1s.

CRONE, G. R. *A Classification for Geography.* 2s. 6d.

CRONE, G. R. *The Hereford World Map.* 1s. 6d. *Modern Geographers.* 4s. 6d. (see p. 456).

HART, C. A. *Air Survey.* 1s.

LEWIS, SIR CLINTON. *The Making of a Map.* 6d.

MACKINDER, SIR HALFORD. *The Scope and Methods of Geography* and *The Geographical Pivot of History*. 2s. 6d.

The Society also publishes a number of map reproductions, details of which can be obtained from the Office.

Reproductions of early maps: VII *Early Maps of the British Isles 1000-1579 A.D.* Portfolio with Memoir by G. R. Crone, 1962. 35s. Contains plates suitable for display in the classroom.

Royal Scottish Geographical Society

Each year the Royal Scottish Geographical Society organizes series of lectures by travellers, explorers and scientists. Papers on geographical subjects are also presented and discussed. The Society possesses a large lending library containing the latest books of travel and exploration as well as guide-books, textbooks and scientific works. The reference library includes British and foreign journals and periodicals. A general map collection of over 50,000 maps covering the whole world includes a special section of old maps of Scotland.

The Society confers the Diploma of Fellowship for distinction in geographical work upon any member who satisfies the Council as to his or her qualifications and becomes a Life Member. Medals are awarded, normally once a year, to persons who have rendered outstanding services to geographical science. These are the Scottish Geographical Medal, the Livingstone Medal, the Mungo Park Medal, and the Research Medal.

The *Scottish Geographical Magazine* is issued only to members. It contains illustrated articles on geographical subjects, notes on matters of current interest in geography and reviews of books. Considerable space is given to articles dealing with Scotland. The annual subscription for membership of the Society is 50s. for Edinburgh area, 40s. for Glasgow area, 30s. for Aberdeen and Dundee, and 20s. for residents outside these areas. Geography Teachers can claim the subscription as an expense for Income Tax. Life Membership is £35. School Corporate Membership can be arranged at a fee of 5s. per member, and there are also special reductions for junior and student members. Further details may be obtained from the Secretary, Royal Scottish Geographical Society, 10 Randolph Crescent, Edinburgh, 3.

OTHER ORGANIZATIONS

Association of Agriculture

The Association of Agriculture exists to promote the interests of agriculture in general, to create a better understanding of farming, rural life and the countryside, especially among town-dwellers, and to draw attention to the important place of agriculture in the maintenance of the health, security and economy of the people of Britain. It is an independent body supported entirely by voluntary contributions and donations and has no affiliations to political parties or other individual interests.

Its work is mainly educational, providing information on many aspects of country living which are of interest to the general public and of use to teachers in presenting agricultural material in the normal school curriculum. Activities of the Association include the organization of conferences at which teachers and members of other professions can obtain information on a wide variety of subjects relating to agriculture.

A scheme for the study of individual farms provides, in textbook form, an overall picture of the main types of British farming. Certain countries of the Commonwealth have also been included. The material is presented in 15 publications, each of which is devoted to an actual farm. They contain photographs of the farm, maps (both regional and local), a survey map of fields and buildings, together with details of soil, cropping, livestock, labour, markets, climate, water, land formation, implements, local background and agricultural history. Details are also given of the farmer and his family.

The Farm Study Scheme is open to universities, colleges and schools of all types, both at home and overseas, and to any interested individual. The farm studies may either be purchased as textbooks on their own or as part of a continuous study which includes a service of seasonal reports issued every autumn.

There is no limit to the number of farms which may be purchased. Enrolment is on the following basis:

BRITISH FARMS, 15s., 17s. 6d. and 25s. (according to content).

COMMONWEALTH FARMS, 25s.

**ANNUAL REPORT SERVICE 10s. a year (up to five farms);
20s. a year (six farms and over).**

Farms now available are:

1. A Fruit and Hop Farm in Kent.
2. An Upland Farm on the Welsh Border.
3. An Arable and Stock Farm in the Scottish Borders.
4. A Dairy Farm in the West Country.
5. A Mixed Farm on the Yorkshire Wolds.
- * 6. A Small Mixed Farm in West Wales.
7. An Arable Farm in North Norfolk.
8. A Hill Sheep Farm in the Western Highlands.
9. A Small Dairy Farm in South West Scotland.
- *10. / A Dairy Farm in New Zealand to be replaced, 1964.
- *11. / A Fat Lamb Farm, South Island, *out of print*.
12. A Typical Farm in the Annapolis Valley of Nova Scotia.
13. A Dairy Farm in French-Canada.
14. A Mixed Farm in Southern Ontario.
15. A Grain Farm on the Portage Plains of Manitoba.
16. A Sheep-Wheat Farm in New South Wales.
17. A Sugar Cane Farm in North Queensland.
18. A Tobacco and Mixed Farm in Southern Rhodesia.

* Withdrawn from the Scheme.

OTHER PUBLICATIONS

Wall Map. Compiled by L. Dudley Stamp and K. Buchanan. 42 x 27 in. In eight colours. 8s. 6d.

A simplified map showing the generalized distribution of farming systems in Great Britain.

BUCHANAN, K. *The Distribution of Systems of Farming in Britain*. 12 pp. 2s.

This illustrated booklet gives an introduction to, and a detailed description of, the systems shown on the wall map.

Bibliography of Agricultural Source Material. 1s. 6d.

A comprehensive list of addresses from which a very wide variety of agricultural material may be obtained.

Full particulars regarding the Association, its activities and publications, may be obtained from The General Secretary, The Association of Agriculture, 78 Buckingham Gate, London, S.W.1.

British Association for the Advancement of Science

The work of the Association covers a very wide field of activity in which geography is included. The main function of the Association

is the annual meeting, held for a week in late summer (usually September), in which a section is devoted to papers read by geographers. Scientific surveys of the regions of the meetings are produced.

Membership is open to all including those interested in geography, and no technical qualification or form of nomination is required. Annual subscriptions (April to March): Member, £3. 3s.; Associate, £2. 2s.; Student, £1. 1s.

The address of the Association is: The British Association for the Advancement of Science, 3 Sanctuary Buildings, Great Smith Street, London, S.W.1.

British Ship Adoption Society

This Society exists to establish communication between schools and ships sailing to all parts of the world. Through a system of correspondence, often supplemented by visits of masters and other members of crews to the schools and of parties from schools to the ships, the teaching of geography and kindred subjects is amplified by live material about the countries which supply our foodstuffs and raw materials, and about the places and peoples which use the products exported from this country. In addition, the schools receive first-hand accounts of voyages, climatic and weather conditions, ocean currents, the historical associations of seaports, the way in which foodstuffs and commodities are grown, the way in which shipping business is transacted, of ship construction and the handling of ships. The Society has also begun to build up a library of 35-mm. (2 x 2 in. mounts) colour transparencies, and description on tape, of world ports and waterways. These sets of transparencies, tape and script are available on loan to school members. A number of children have enjoyed sea trips in their adopted ships and very many are in close touch with schools belonging to the 'daughter' Societies in Denmark, Netherlands, Norway and U.S.A.

The annual subscription for each member school is £5. 5s., payable either direct or through the local education authority. Applications for membership should be addressed to the Secretary, The British Ship Adoption Society, H.Q.S., Wellington, Victoria Embankment, London, W.C.2.

PUBLICATION

Our Merchant Ships. The Bulletin of the Society, published twice a year. Free to members.

Commonwealth Institute

See entries under Visual Aids, pp. 151 and 169.

The Field Studies Council

The aims of the Council are to encourage the pursuit of every branch of field work and to set up for this purpose residential Field Study and Research Centres, distributed in localities selected for the richness and variety of their ecological features and their geological, geographical, archaeological and artistic interest.

Membership of the F.S.C. is open to any individual who is interested in any branch of field study, and entitles him to apply for admission to the Council's Field Centres, with a view to joining one of the special courses or to carrying out independent field work. At present the minimum annual subscription for membership is 5s. Members are kept in touch with the progress and activities of the Council through the Annual General Meeting and the issue of an Annual Report; each autumn they receive leaflets which include Programmes of the Courses planned for the coming season at all the Field Centres.

Bodies wishing to become Corporate Members may do so on payment of minimum subscription of £1. 1s. per annum (schools 10s. 6d.). Corporate members receive the Council's literature and may nominate a representative to attend, with voting rights, any general meeting of members.

The Council publishes (once annually) the journal *Field Studies* in which appear scientific papers relating to areas around the Field Centres and general works on identification of flora and fauna, and on methods, that are of more than local value.

Details concerning the Field Centres will be found on pp. 66-71.

Geological Society of London

The Geological Society was founded in 1807 and incorporated by Royal Charter in 1825. Its aims are the promotion of the study and the dissemination of knowledge of the origin, formation and structure of the earth and the history of life thereon up to historical times. The academic and economic aspects of the science both fall within the Society's purview.

Scientific meetings are held about every three weeks during the months October to June inclusive. Fellows are entitled to use the Library (approx. 100,000 volumes) and to borrow books therefrom

Junior Associates may consult books on the premises. The Society's scientific publications are the *Quarterly Journal*, mainly for full-length papers of original research, and the *Proceedings*, containing short communications, abstracts of papers read at the meetings, descriptions of exhibits and business proceedings of the meetings. Both publications are distributed free of cost to Fellows and Junior Associates. The Society also publishes memoirs.

Admission to Fellowship is by the nomination of three Fellows and election by the Council. The fees are: admission fee, £3. 3s.; annual contribution, £5. 5s. Persons between the ages of eighteen and twenty-three years can be admitted, on the nomination of two Fellows, to Junior Associateship, with entitlement to restricted benefits. Annual subscription, 21s.

The Society's address is: Geological Society of London, Burlington House, W.1.

The Geologists' Association

The Geologists' Association was founded in 1858 to provide facilities for the study of geology by those who took an active interest in its facts and teaching. Gradually widening its scope, the Association published more and more original matter. Recently most of its work has been directed to the discovery and demonstration of new geological knowledge while still providing excellent facilities for students and amateurs to gain practical knowledge of the subject.

The Association exists to foster the progress and diffusion of the science of geology, and to encourage research and the development of new methods. Meetings are held at the rooms of the Geological Society, Burlington House, Piccadilly, London, usually on the first Friday evening in the month from November to July inclusive. Papers are read on geological or allied subjects, followed by discussion; lectures are given on subjects of general geological interest and in particular on the districts to be studied at the Field Meetings which are held from March to October. At Easter, Whitsun and in mid-summer, Week-end and special Field Meetings extending from 2-14 days are organized in Britain and abroad. Demonstrations are given at Museums, the various Colleges of the University of London and scientific institutions.

The Association's Library is incorporated with that of University College London, and contains most of the standard geological works of reference together with the publications of leading geological and natural history societies at home and abroad and of the British and

overseas geological surveys. Members of the Association may borrow books from the Association's Library and the Science Library of the College. Over 500 mounted and folded 1-inch sheets of the Geological Survey and a few other maps are also available.

Members pay an Admission Fee of 20s. and an Annual Subscription of £2 (the Admission fee is waived for those under twenty-one). Members over the age of twenty-one may commute the Annual Subscriptions. All members receive free by post *The Proceedings* and Monthly Circulars and can obtain other publications of the Association at reduced prices. Candidates for election should be recommended by two or more members, one of whom should be known to the candidate personally.

Further information and proposal forms for new members can be obtained from the Secretary, F. H. Moore, B.Sc., Ph.D., F.G.S., 278 Fir Tree Road, Epsom Downs, Surrey.

PUBLICATIONS

The Proceedings. Issued four times a year. 15s. each (members 10s.). Back numbers can be supplied.

Ten Year Indexes. Volumes 31–40, 1920–29, 5s. (1s. 6d. to members); 41–50, 1930–39, 5s. (2s. 6d. to members); 51–60, 1940–49, 5s. (3s. 6d. to members). Volumes 61–70, 1950–59, *in preparation*.

The Geologists' Association 1858–1958, Ed. G. S. Sweeting, 25s. (20s. to members).

Geologists' Association Guides—23 published and others in preparation (See p. 366, Section VIII—Geology).

All publications of the Association are on sale at the publishers, Benham and Co. Ltd., Colchester, Essex.

International African Institute

The annual subscription for individual members of the Institute is £2. 5s., and for corporate members, £2. 10s. Two quarterly publications, *Africa* and *African Abstracts*, are issued.

Address: The International African Institute, St. Dunstan's Chambers, 10–11 Fetter Lane, London, E.C.4.

The National Trust

Towards the end of the nineteenth century, Miss Octavia Hill, Sir Robert Hunter and Canon Rawnsley conceived the idea which took shape as the National Trust. Their plan was to set up a body of

responsible private citizens who would act for the nation in the acquisition of land and houses deemed worthy of permanent preservation. They would hold such properties as trustees, protect them from destruction or undesirable development, and allow the public to enjoy them. From a modest start in 1895, the National Trust has since become probably one of the largest landowners in the country and controls, either by possession or under covenant, over 300,000 acres comprising about 1,000 properties. The public are ordinarily given free access to the Trust's open spaces, subject to the requirements of farming, forestry and the protection of Nature. To those buildings and gardens at which a fee is normally charged, members of the Trust are admitted without payment.

The management of the Trust is in the hands of a Council, partly appointed by various public bodies and representative societies and partly elected by the members of the Trust. Local committees help in administration. Many properties are supported by local authorities. Though 'national' in name and function the Trust is independent of the State and is *not* a Government Department. Parliament has given it valuable assistance, particularly in relief from taxation, but its main sources of revenue are endowments, legacies, donations and members' subscriptions. Any person or organization can become a member by paying a minimum subscription of £1. Life Membership costs £25, Honorary Membership £100, and a donor of £500 is given the title of Benefactor.

The National Trust, 42 Queen Anne's Gate, London, S.W.1; Subscription Dept., Blewcoat School, 23 Caxton Street, London, S.W.1.

PUBLICATIONS

Guide-books for many individual properties can be obtained from the office of the Trust, prices generally 1s. to 2s. each. A complete list of properties, arranged in counties, with detailed notes and a number of photographs, price 3s. 6d. post free is also available.

The Royal Anthropological Institute of Great Britain and Ireland

The Royal Anthropological Institute, which is the lineal successor of the Ethnological Society, founded in London in 1843, is concerned with all aspects of anthropology and archaeology: its membership is open to all who are interested in any aspect of these sciences. Details of membership and application forms are available from the Honorary

Secretary at 21 Bedford Square, London, W.C.1. Special terms are available for applicants who are under twenty-six.

The Institute has a Library of over 40,000 books and periodicals with a postal borrowing service for members in the U.K. Lecture meetings open to the public are held from October to June and there are also symposia and colloquia on technical subjects.

The Institute's publications include the *Journal of the Royal Anthropological Institute* (twice yearly), *Man* (bi-monthly), *Index to Current Periodicals* (quarterly index to almost 500 periodicals in the Institute's Library) dealing with all aspects of anthropology and related subjects and a wide variety of monographs and collected papers. Details of all these are available from the Publications Department.

Royal Archaeological Institute

The annual subscription for members of the Institute is £1. 1s.; Associates, 10s. Entrance fee, £1. 1s. *The Archaeological Journal* is published annually, 45s. to non-members, but free to members.

Address: c/o The London Museum, Kensington Palace, London, W.8.

The Royal Commonwealth Society

Formerly the Royal Empire Society and founded in 1868 as the Royal Colonial Institute, the objects of the Royal Commonwealth Society are the promotion of the unity and welfare of the Commonwealth and the spread of knowledge and mutual understanding of its countries and peoples. It is primarily a learned society and its Library at Headquarters contains over 350,000 books and pamphlets. Bibliographies of the literature on Commonwealth subjects are issued and advice given to students undertaking research work. The Library also has a newspaper and periodical section. An Information Bureau advises on living conditions overseas and also conducts a loan service of visual aids for schools and other bodies and helps in the arrangement of Commonwealth exhibitions. The Commonwealth Studies Committee organizes an essay competition, summer schools, study conferences and programmes of lectures for schools, clubs and other institutions. The Academic Committee publishes in the Imperial Studies Series original monographs dealing with various phases of imperial or Commonwealth affairs.

Lunch-time and evening meetings are held throughout the year

with addresses and discussions on subjects of topical interest. The reports of addresses given at these meetings, together with some domestic information about the Society and general articles about the Commonwealth, are published in the bi-monthly *Journal*, which all members receive.

In support of its work, the Society provides at its London headquarters the complete amenities of a residential social club, and an extensive programme of social functions is organized.

The Society has Branches in Bath, Bournemouth, Bristol, Cambridge, Hove, Liverpool, Oxford and Edinburgh, and throughout the Commonwealth. A list of these is published in the Society's *Journal*.

Full particulars of membership may be obtained from the Secretary-General, The Royal Commonwealth Society, 18 Northumberland Avenue, London, W.C.2.

Royal Institute of International Affairs

Membership of the Institute (British subjects only) is by election. Entrance fee, £2. 2s.; annual subscription, Members, £5. 5s.; Associates, £3. 3s.

Address: The Royal Institute of International Affairs, Chatham House, 10 St. James's Square, London, S.W.1.

PUBLICATIONS

International Affairs. Quarterly.

The World Today. Monthly.

Survey of International Affairs. Annually.

Documents on International Affairs. Annually.

For other publications see p. 472.

Royal Meteorological Society

In addition to holding regular meetings, the Royal Meteorological Society organizes lectures and, in conjunction with the Field Studies Council (see p. 214), annual vacation courses. It possesses a valuable meteorological library of about 20,000 books and pamphlets and about 1,200 manuscripts, a large number of photographs and lantern slides, including cloud photographs, and also a comprehensive bibliography of books, pamphlets, papers and articles bearing on meteorology. Books and lantern slides may be borrowed by members

of the Society and photographs can be made available for reproduction. A reading room, reference and research rooms are provided, and the office staff will assist in obtaining any meteorological information that may be required.

Candidates are elected by the Council to the Fellowship of the Royal Meteorological Society on the recommendation of two Fellows who can certify personal knowledge of the suitability of the applicant. Fellows may attend meetings and introduce visitors; they have the free use of the library and receive gratis the *Quarterly Journal* of the Society and the monthly magazine *Weather*. They may also receive, on written request and free of charge, the *Monthly Weather Report* issued by the Meteorological Office. The entrance fee is £1. 1s.; annual subscription, £4. 4s. Student Members, aged between seventeen and twenty-one years, may be elected on the recommendation of one Fellow: Annual subscription, £1. 10s. (without entrance fee).

All communications for the Society should be addressed to the Assistant Secretary, the Royal Meteorological Society, 49 Cromwell Road, London, S.W.7.

PUBLICATIONS

Quarterly Journal of the Meteorological Society. Quarterly, £2. Annual subscription, £7, post free. Index, 1901-25; 7s. 6d.

The *Journal* contains papers describing original research, together with the discussions, and also articles, notes, correspondence and reviews.

Weather. Monthly. 2s. Annual subscription, 24s., plus 2s. 6d. postage. This magazine is designedly of a lighter calibre than the *Journal*. Contributions by leading scientists dealing with all branches of meteorology and allied subjects are intended for the non-specialist reader. Correspondence is given a prominent place in the magazine.

Bibliography of Meteorological Literature. Published twice yearly until 1949. 5s. per number. Some volumes still in stock.

Memoirs of the Royal Meteorological Society. 1926-39. Nos. 1-40. 5s. per number.

Centenary Proceedings of the Royal Meteorological Society, 1950. 21s. (postage 6d.).

Rainfall Atlas of the British Isles. £1. 5s. (Members, 15s.).

Some Problems of Modern Meteorology. 1936. 5s. (postage 6d.).

Cloud Study: A Pictorial Guide. 1957. By F. H. Ludlam and R. S. Scorer. John Murray. 12s. 6d. (Members, 11s.).

Cloud Photographs. 24 postcards. 7s. 6d. per set. (postage 3d.).
This series of cards, reproduced from the Clarke Collection, illustrates high, medium and low types of cloud.

Proceedings of the Toronto Meteorological Conference. 30s. (Members, 15s. 6d.).

The Zoological Society of London

The Society was founded in 1826 by a number of eminent naturalists for the 'advancement of Zoology and Animal Physiology and the introduction of new and curious subjects of the Animal Kingdom.'

Fellows and Associates have the right of personal admission to the Gardens at Regent's Park, including the Aquarium and Children's Zoo, and to Whipsnade Park, including the Children's Zoo, with, in the case of Ordinary Fellows, two guests, and Scientific Fellows, one guest.

Ordinary and Scientific Fellows (elected from the age of 21 years), must be proposed by a Fellow personally acquainted with them and seconded by at least two other Fellows. They have the use of the Library, the Members' Restaurant and enclosure.

Ordinary Fellows pay £10. entrance fee and an annual subscription of £8. (country members £5.).

Scientific Fellows must submit evidence acceptable to the Council that they are making, or have made, contributions to the advancement of zoology by their scientific work, professional or otherwise. There is no entrance fee for Scientific Fellows and their annual subscription is £4.

Associates may be elected from the age of fourteen years; they pay no entrance fee and their annual subscription is £3. Subject to Council regulation they have access to the Library (by ticket) and to the Members' Restaurant and enclosure.

Fellows and Associates may participate in the Scientific Meetings. The Society's Proceedings are issued free to Scientific Fellows.

Communications should be addressed to the Secretary, Zoological Society of London, Regent's Park, London, N.W.1.

SECTION VI

BOOK LIST FOR THE PRIMARY STAGE

1. Primary Textbooks

ALNWICK, H. *Our Food and Our Clothes*. Harrap. 96 pp. Rev. ed. 1960 (1st pub. 1951). 9s. 6d.; school edition 7s. 6d.

A light-hearted approach to the subject with humorous sketches on every page of the book. It can be recommended as a junior reading book. It emphasizes the visual approach with symbols and maps.

ANDERSON, KENNETH. *World-wide Choice: A Survey of Social Problems and Resources of Food, Transport, Power and Raw Materials in the Modern World*. Harrap. (See p. 258.)

ARCHER, A. B., AND THOMAS, HELEN G. *Six Children of Far-Away Lands*. Geography, First Series, Book I. Ginn. 80 pp. 1956 (1st pub. 1936). 6s. 9d.

These six stories are designed for children aged seven and over. Each centres on an individual child in a foreign country. (See p. 250.)

ARCHER, A. B., AND THOMAS, HELEN G. *Eight Children from Near and Far*. Geography, First Series, Book II. Ginn. 96 pp. 1956. (1st pub. 1936). 7s. 3d.

This second book of the series builds upon the foundations of the first. In it pupils widen their geographic horizon, travelling in imagination to eight sharply contrasted regions of the world. Again each story centres on an individual child. (See p. 250.)

ARCHER, A. B., AND THOMAS, HELEN G. *Our Own People and Their Work*. Geography, First Series, Book III. Ginn. 112 pp. 1957. (1st pub. 1936). 8s. 3d.

The main theme is the people of the British Isles and their work in relation to their needs and resources. There is no formal presentation of physical geography, but map study takes a more definite form than in the earlier books in this series. There are suggestions for local study. (See p. 250.)

ARCHER, A. B., AND THOMAS, HELEN G. *The Grouping of Peoples from Desert to City*. Geography, First Series, Book IV. Ginn. 128 pp. 1957 (1st pub. 1936). 9s. 6d.

This book is designed to give pupils their first acquaintance with the world as a

whole. Taking as its motif the extraordinarily uneven distribution of people over the face of the earth, the text carries pupils far and wide in its descriptions of human life and activities as related to varying conditions of physical environment. (See p. 250.)

ARKINSTALL, A. AND BRINDLEY, N. V. I. *Living in Town and Country*. II. *Living in Other Lands*. Living Geographies. Chatto and Windus. 1961 and 1962. 64 and 80 pp. 5s. 3d. and 5s. 9d.

Book I covers a wide field and contains much useful information and training in observation. The format is quite good. In Book II more interesting detail about fewer groups of people would be preferred, with greater use of simple maps. M.R.P.

BARKER, ERIC J. *About Animals*. Queensway Junior Geography, Book I. Evans. 64 pp. 1959. Limp linson 5s. 9d.; linson boards 7s.

BARKER, ERIC J. *About Shops*. Queensway Junior Geography, Book II. Evans. 80 pp. 1959. Limp linson 6s. 3d., linson boards 7s. 6d.

BARKER, ERIC J. *About Britain*. Queensway Junior Geography, Book III. Evans. 80 pp. 1959. Limp linson 6s. 3d. linson boards 7s. 6d.

BARKER, ERIC J. *About the World*. Queensway Junior Geography, Book IV. Evans. 96 pp. 1959. Limp linson 6s. 9d., linson boards 8s.

The aim of Book I is to introduce geography through the medium of studying animals all over the world and relating them to their surroundings, with an introduction to basic skills. This is then extended to show examples of relations between animals and man. An introduction to large-scale maps is incorporated with links to local studies. Book II uses commodity studies to extend knowledge from the locality to places in the Commonwealth. Book III deals with life and work in Britain while Book IV relates the homeland to other parts of the world, emphasizing contrasts. In each book there is due regard to local studies and graded large-scale mapwork is continued. Especially commendable is the emphasis on activity and the carefully graded picture illustrations make this an attractive series. Teachers' booklets accompany each (pub. 1960, 32 pp. each, 1s. 6d.) incorporating additional, precise, reference information on topics raised. There are valuable suggestions for exercises and activities, together with word lists for vocabulary work and sources of descriptive material. R.G.D.

BARKER, E.J. *Modelling Geography*. Ginn. 64 pp. 1954. 1s. 6d.
Is written with special reference to Geography First Series by Archer and Thomas. Gives suggestions for model making in the classroom.

BAXTER, ERIC AND GREEN, DONALD. *Coal*. Study Books Series. John Lane The Bodley Head. 48 pp. inc. Index. 1959. 9s. 6d.

This book explains how coal was formed, how early peoples used it, traces the methods employed in the past to dig it out of the ground and shows how a modern coalminer works. Finally, there are 4 pp. showing things made from coal. (See p. 255.)

BAYNE, M. *The World's Children*. Around Our World, Book I. Chambers. 128 pp. 5s. 6d.

Examples of children's environments in Holland, Switzerland, Australia, Ghana, etc. Bolivia and New Guinea are included. Material is up to date. (See p. 247.) M.M.H.

BAYNE, M. *The World's Goods. Around Our World, Book II.* Chambers. 128 pp. 5s. 6d.

Chapters on sources of goods, e.g. oranges from Spain, cocoa from Ghana, but some newer material, e.g. cotton from Kenya, based on modern photographs, and information brought up to date. 'Things to do' at the end of chapter. Photographs and line drawings on every page. (See p. 247.) M.M.H.

BLYTON, ENID. *Children of Other Lands.* The 'Old Thatch' Series. Johnston. 64 pp. 1s. 9d.

These stories about other children are illustrated with good outline drawings showing costume, typical scenes and homes. This is a useful class library book for the first form in the primary school. (See p. 253.)

BOOL, C. J. I. *People Far and Near*, 112 pp. 1961 (1st pub. 1932). Cloth 8s. II. *The World at Work*, 148 pp. 1952 (1st pub. 1933). Cloth 7s. 6d.; limp cloth 3s. 3d. III. *Exploring the World*. 192 pp. 1959 (1st pub. 1934). Cloth 8s. 6d.; IV. *The Homeland*. 180 pp. 1957 (1st pub. 1934). Cloth 8s.; Home and Overseas Geography. Pitman.

A narrative geography with exercises at the end of each chapter. It covers maps and simple physical geography, the peoples of the world, elementary economic geography and the geography of the British Isles. It has good photographs and coloured illustrations, some maps and diagrams. (See p. 250.)

BOYCE, E. R. *The Clothes We Wear* and *The Clothes Other Children Wear.* Children of Today, Books I and II. Macmillan. 55 and 44 pp. 1957. 3s. 9d. and 3s. 4d.

By working through Book I and its companion *The Clothes Other Children Wear*, pupils are enabled to prepare a book of drawings, craft-work specimens and maps. The reading material is very brief and simple, with line drawings on every page, and a long list of practical exercises. Very useful in a school which teaches geography by project and has sufficient space and small classes to enable very elaborate projects to be carried out. (See p. 248.)

BOYCE, E. R. *The Food We Eat* and *The Food Other Children Eat.* Children of Today, Books III and IV. Macmillan. 55 and 54 pp. each. 1958. 4s. 6d. and 3s. 4d.

Short chapters, in simple language, illustrated by numerous line drawings in red, leading up to work pages in which pupils are given very detailed instructions for drawing pictures, collecting cuttings and making lists to form a book. Very suitable for schools which operate projects and have space and small classes to undertake the craft work and drawings suggested. (See p. 248.)

BOYCE, E. R. *The Houses We Live In* and *The Houses Other Children Live In.* Children of Today. Books V and VI. Macmillan. 55 and 44 pp. 1958. 3s. 9d. and 3s. 4d.

A continuation of the series Children of Today. (See above.)

BOYCE, E. R. (Ed.). *Travelling. People we all Know. On the Farm. In the Country. Our Food. Our Clothes. Children of Other Lands. Fathers*

at Work. Macmillan's Picture Book Series. Macmillan. 10 pp. each. Manilla 2s. 6d.; limp 3s. 6d.

These picture books in colour would form a good basis for lesson talks and activities with infants and lower juniors. There is no written text.

BRETTLE, L. *Geography Through Pictures*. Pitman. 1927. 6s. 6d.

A series of individual cards, 39 in portfolio, each picture with 20-30 questions, nearly all concerned with the economic geography of the world, and a key map.

BRETTLE, L. *Geography Through Pictures. (With Outlines of Answers)*. Pitman. 142 pp. 1927. 6s. 6d.

CLARK, V. *At Home in Twenty-four Lands*. Vivid Geographies, Book I. Wheaton. 88 pp. 1963 (1st pub. 1953) 4s.

Life in the chief areas of the world is illustrated by examples. The matter is accurate, and the sketches though not always very clear are satisfactory geographically. (See p. 256.)

CLARK, V. *The Workaday World*. Vivid Geographies, Book II. Wheaton. 99 pp. 1963 (1st pub. 1953). 4s.

The four sections of this book deal with farms and farmers, how things are made, villages and villagers, and the sea and fisheries. The inclusion of family and local detail adds to the appeal of the book. (See p. 256.)

CLARK, V. *Travel by Land, Sea and Air*. Vivid Geographies, Book III. Wheaton. 87 pp. 1963 (1st pub. 1953). 4s.

Under the main headings of roadways, waterways, railways and airways, chapters deal with the home district, the larger region, and finally with an overseas example. Simple black-and-white sketches and picture maps are included, with exercises on each chapter. (See p. 256.)

CLARK, V. *Our Islands and Ourselves*. Vivid Geographies, Book IV. Wheaton. 112 pp. 1963 (1st pub. 1951). 4s.

The author has had his purpose clearly before him and produced a well-informed and readable book. The material is arranged in sections dealing with the people, scenery, farming and fishing, coal, textiles, towns and rivers, and is suitable for the top form of a primary school. (See p. 256.)

CRAIG, D. *Places, Pioneers, and Peoples*. Studies in Geography. Book II. Robert Gibson. 178 pp. 1935. 4s. 6d.

This book describes places of differing physical features and climate; gives stories of pioneers with maps and adds to the people abroad described in Book I. It is a pleasing book in spite of some slight inaccuracies. (See p. 255.)

CUNDALL, L. *The Home District*. Modern School Visual Geographies. Evans. (See pp. 281 and 351.)

DEMPSTER, J. J. B. (In assoc. with D. AND P. B. DEMPSTER). *Yourselves and New Friends. Your World*, Book I. Odhams Press. 64 pp. 1958. 5s. 3d. limp; 6s. cased.

A simply written textbook with large, clear print. It introduces children to children in 6 lands—China, Africa, India, America, Norway and Italy and contains many suggestions for work to do. Numerous line-drawings, 4 full-page colour plates and 3 maps.

DEMPSTER, J. J. B. *Your Town. Your World*, Book 2. Odhams Press. 80 pp. 1958. 5s. 9d. limp; 6s. 6d. cased.

Clearly and simply written with large print. The child's town environment—houses, streets, water supply—are dealt with and how townspeople depend on the farms and on other countries for such foods as bread, sugar, tea. (See p. 257.)

FINCH, R. First Series: I. *Heroes of Discovery*. 96 pp. 1952 (1st pub. 1940). 3s. II. *Heroes of Exploration*. 96 pp. 1952 (1st pub. 1940). 3s. Second Series: I. *Pioneers of Discovery*. 96 pp. 1953 (1st pub. 1948). 2s. 6d. II. *The World Discovered*. 128 pp. 1948. 4s. The London Books of Discovery and Exploration. U.L.P.

Stories of exploration and discovery, well illustrated with line drawings.

First Series. Book I: Pytheas, Marco Polo, Columbus, Vasco da Gama and Cabot, Hudson, Tasman, Captain Cook, and Peary. Book II: Pizarro, Cartier, Drake, Bruce, MacKenzie, Manning, Livingstone, Franklin, and Captain Scott.

Second Series. Book I: Ancient Egypt to the eighteenth century. Book II: Eighteenth century to the present day.

FORSAITH, D. M. *Other Children's Homes*. Black's New Graded Geographies, Book I. Black. 107 pp. 1957. 4s. 6d.

Attractive, simple, clear. Describes the home-life of children in selected parts of the world, e.g. Canada—a ranch; S. Africa—an orange farm. Good photographs and 4 colour plates. (See p. 248.)

GADSBY, J. AND D. *Looking at Other Children. Looking at Geography*, I. Black, 64 pp. 1957. 5s. to 8s. according to binding.

Simple, clear account of the life of a child in: Amazon Forest, Greenland, Arabia, Gt. Britain, China, Norway, India, Holland. Made attractive by numerous drawings. (See p. 251.)

GADSBY, J. AND D. *Looking at Everyday Things. Looking at Geography*, II. Black. 80 pp. 1958. 5s. 6d. to 7s. according to binding. Clear, attractive, well illustrated. A chapter given to each of some of the many commodities in everyday use, e.g. 'Rubber from Malaya', 'Meat from Argentina', 'the coal miner'. There are illustrations on every page. (See p. 251.)

GADSBY, J. AND D. *Looking at Britain. Looking at Geography*, III. Black. 96 pp. 1959. 6s. to 7s. 3d. according to binding. (See p. 251.) Chapters devoted to map-making, a town's services, various types of factory, farming, fishing, transport, the seasons, Britain's weather, the regions of Britain. Over 200 drawings and photographs and 4 colour plates.

GADSBY, J. AND D. AND ASHBY, G. M. *Looking at the World Today. Looking at Geography*, IV. Black. 112 pp. 1960. 6s. 6d. to 8s. according to binding. (See p. 251.)

Selected areas of the world are grouped under the following headings: Hot Lands, Temperate Lands and Cold Lands and Seas. Each country is presented clearly and in an interesting manner with plenty of illustrative material. Also chapters on a voyage in a cargo ship, maps and map-making, etc. Lively presentation. F.R.G.

GLOVER, A.H.T. AND YOUNG, I.V. *Looking Around.* The New Primary Geography Series, Book I. U.L.P. 64 pp. 1960. 5s.
An introduction to elements of geography. B.S.R.

GLOVER, A.H.T. AND YOUNG, I.V. *Looking Further Ahead.* The New Primary Geography Series, Book II. U.L.P. 96 pp. 1961. 6s.
Descriptions of economic processes at primary level. B.S.R.

GLOVER, A.H.T. AND YOUNG, I.V. *Understanding Britain.* The New Primary Geography Series, Book III. U.L.P. 128 pp. 1962. 7s.
Introduction to geography of the British Isles at primary level. B.S.R.

GLOVER, A.H.T. AND YOUNG, I.V. *Understanding the World.* The New Primary Geography Series, Book IV. U.L.P. (In preparation.)

GREEN, W.A., AND E.G. *Families in Other Lands.* Looking at the World, Book I. Blackie. 144 pp. 1958 (1st pub. 1939). 5s. 6d.

Picturesque and detailed accounts of family life in regions representative of the main climatic types, together with practical exercises affording useful training in observation. This is a provocative little book and, with careful selection according to the ability of the class, undoubtedly useful. It is well illustrated and printed in good, clear type. (See p. 251.)

GREEN, W.A., AND E.G. *Our Neighbours and their Work for Us.* Looking at the World, Book II. Blackie. 160 pp. 1957 (1st pub. 1939). 5s. 6d.

A useful primary school geography tracing the origin of many familiar foods and commodities from overseas. Questions and graded exercises accompany each chapter. The vocabulary is well chosen and the print good and clear. (See p. 251.)

GREEN, W.A., AND E.G. *The World and its Trade Ways.* Looking at the World, Book III. Blackie. 176 pp. 1957 (1st pub. 1939). 6s.

Two journeys round the world are described and illustrated. The first follows the steamship routes to the Southern Hemisphere, India and South-east Asia, including travel by famous railways. The second journey is across the Atlantic, along the C.P.R. route, over to the Far East and 'homeward across two continents'. Numerous illustrations, diagrams and suitable simple sketch maps together with colourful descriptive detail make this enjoyable reading for the older primary schoolchild. (See p. 251.)

GREEN, W.A., AND E.G. *Britain and its Work.* Looking at the World, Book IV. Blackie. 176 pp. 1958 (1st pub. 1939). 6s.

Simple comparisons are drawn with regard to the landscape of the country and the occupations of the people as between north and south, east and west of the British Isles. The book is well illustrated with four colour plates, an end map of railways,

and maps of the British Isles, and includes questions and practical exercises. Even allowing for the great diversity within every industry and occupation, this picture is at times unconvincing, but within its limitations it is a useful book. (See p. 251.)

HARDINGHAM, B. G. *Round the Globe. The Foundations of Geography*, Book I. Nelson. 148 pp. 1953 (1st pub. 1934). 6s. *Out of print.*

Peoples living in ten different environments throughout the world are described in very simple language. Each chapter contains a story which might be told by one of the inhabitants. A special feature of the book is the inclusion of coloured cut-outs at the end of each chapter, but these are very generalized and sometimes misleading. There are many black-and-white photographs.

HARDINGHAM, B. G. *Over Land and Sea. The Foundations of Geography*, Book II. Nelson. 176 pp. 1952 (1st pub. 1934). 7s.

This book is similar in content and arrangement to *Round the Globe* (above).

HARDINGHAM, B. G. *Ourselves and Our Cousins. The Foundations of Geography*, Book III. Nelson. 184 pp. 1952 (1st pub. 1935). 8s.

An introduction to world geography beginning with chapters on the round world, sunshine and shadow. Aspects of life in Britain are discussed under headings such as the farmer, the railwayman, shoes and clothes. There are also chapters on Australia, Canada, South Africa, approached mainly through products. Scotland and Ireland are dealt with at the end of the book. The story form is used throughout, information being given in reply to questions asked by two children.

HARDINGHAM, B. G. *England and Wales. The Foundations of Geography*, Book IIIA. Nelson. 220 pp. 1952 (1st pub. 1938). 8s.

The first nine chapters deal with such introductory matter as direction, the sun and seasons, wind, rain, land and its use, the weather, and an introduction to the chief regions of England and Wales. There follow chapters on each of the regions and finally on ports, transport and London. There are twelve photographic plates and many black-and-white sketches. Numerous maps of many types include semi-pictorial maps of the chief regions. The book concludes with questions on each chapter. Throughout the approach is formal and logical, but very generalized.

HARDINGHAM, B. G. *Ourselves and Our Neighbours. The Foundations of Geography*, Book IV. Nelson. 240 pp. 1953 (1st pub. 1935). 8s.

The geography of the British Isles is written in terms of the experience of some English children who visit different parts of the country. For the Continental chapters a radio broadcast is used as the expository device. There are fourteen full-page coloured illustrations, numerous black-and-white drawings and picture maps. Exercises on each chapter are included which would test what had been absorbed by pupils using the book as a class reader.

HARDINGHAM, B. G. *The British Isles. The Foundations of Geography*, Book IVA. Nelson. 255 pp. 1952 (1st pub. 1940). 8s. *Out of print.*

Introductory chapters dealing with position, relief, climate, and natural regions, are followed by chapters of the different regions of Britain. In addition to photographic plates and illustrations, there are numerous maps, diagrams and black-and-white sketches. Questions are given on each chapter. Although intended for primary school use, the formal approach and broad generalizations are better suited to the first year of a secondary course.

HARDINGHAM, B. G. *Boys and Girls of the British World. The Foundations of Geography*, Book V. Nelson. 248 pp. 1951 (1st pub. 1935). 8s.

The Commonwealth lands are described through the lives of representative children in each country, with a concluding chapter on the Commonwealth as a whole. The book is illustrated by coloured pictures, numerous black-and-white sketches, and picture maps. At the end there are statistical diagrams showing population, and factual summaries of the geography of the countries covered. Finally, there is a list of geographical projects, chiefly on products, which the class could undertake.

HAWKES, L. R. *Strange Peoples. Real Life Geographies*. Wheaton. 111 pp. 1963. Limp 6s., boards 7s.

The book deals with parts of Africa, Australia, South America and Asia, and has simple exercises as an integral part of each topic. Designed for those children who have reached only a fair standard of reading ability, it is brightly coloured and illustrated. (See p. 254.) M.L.

HAWKES, L. R. *Strange Places. Real Life Geographies*. Wheaton. 123 pp. 1963. Limp 6s. 6d., boards 7s. 6d.

The main theme of strange places has been carried through by studies of strange homes, strange cities and other places of dramatic or unusual interest. It has exercises, simple crosswords and suggestions for practical work. Will appeal to less able children, as it has colours in text and pictures. Liberally illustrated. (See p. 254.) M.L.

HICKMAN, G. M. AND MAYO, R. E. *Adventures begin at Home*. 128 pp. 1961. 7s. 6d. *Adventuring Abroad*. 160 pp. 1962. 8s. 6d. Pilgrim Way Geographies, Books I and II. Blackie.

This series has a strong environmental and activity bias with emphasis upon first-hand observation. The books are provided with clear, large-type text and illustrations appear on most pages. Suggestions are made for further discovery. Book I centres on nature study and seasonal activities. Book II deals with travel and adventure by a simple introduction to maps, stories of historical discoveries and various modes of travel among contrasting people today. *Adventures in Living and Adventures in Industry* are in preparation. (See p. 254.) R.G.D.

HOLT, ELLEN. *The Farmer. People's Jobs*. E.S.A. (See p. 279.)

JOHNSON, N. M. *Weather, Work and Wonderlands. Studies in Geography*. Book I. Robert Gibson. 98 pp. 1933. 3s. 6d.

This is a first geography book and an acceptable reader dealing with weather and the work of people at home and abroad. It has 'things to do' at the end of every chapter and many pleasing pictures and other illustrations in black and white. (See p. 255)

JONES, R. *The Wonderland of Common Things*. Black's New Graded Geographies, Book II. Black. 124 pp. 1957. 4s. 9d.

A chapter each given to most of the goods which the housewife buys weekly or daily, e.g. milk, meat, sugar—also textiles, rubber goods. Text clear and simple. 88 photographs, 4 colour plates. (See p. 248.)

KINGSLAND, J. C. *Life and Work in Britain*. Black's New Graded Geographies, Book IV. Black. 144 pp. 1957. 5s. 3d.

Britain is covered under 3 main sections: 1. Physical features (includes chapter on distribution of population), 2. Farmers and farmlands, 3. Industry. The approach is interesting and imaginative, e.g. in case of one particular farm gives items of farmer's expenditure and income. There are 87 photographs of good quality, 4 colour plates and 3 maps. (See p. 248.)

KINGSLAND, J. C. *World Journeys by Land, Sea and Air*. Black's New Graded Geographies, Book III. Black. 143 pp. 1957. 5s. 6d.

Each continent covered by means of an air or rail journey, e.g. Europe: Orient Express and Rome Express; America: C.P.R., New York to Los Angeles. Necessarily means a rather sketchy treatment in spite of the selection of material given. There are 82 photographs and drawings, 4 colour plates and 16 maps. (See p. 248.)

LAY, E. J. S. *Treasures from Land and Sea*. Commonwealth Geographies, Book I. Macmillan. 48. pp. 1956 (1st pub. 1949). 4s.

Subjects of study have been selected from the chief types of world region, classified as cool, hot, hot and wet, hot and dry, grasslands, and Mediterranean, two pages of text and illustrations being given to each. The pictures contain the right amount of detail to be used as a basis for class work and activities for children of nine to ten years. (See p. 248.)

LAY, E. J. S. *Life in Canada and Australasia*. Commonwealth Geographies, Book II. Macmillan. 64 pp. 1956 (1st pub. 1943). 4s. 9d.

Canada, Australia and New Zealand are described in the form of journeys across each country, with many good illustrations from which the teacher can develop exercises and activities. (See p. 248.)

LAY, E. J. S. *Life in Africa and India*. Commonwealth Geographies, Book III. Macmillan. 80 pp. 1957. *Out of Print*.

This is a good, interesting, little book dealing with the general physical features and climates of Africa and India and with a selection of topics connected with the life of the peoples. There are good illustrations of Africa, and even better of India. (See p. 248.)

LAY, E. J. S. *The British Isles*. Commonwealth Geographies, Book IV. Macmillan, 80 pp. 1960 (1st pub. 1949). 5s. 6d.

A description of the general physical geography and climate of the British Isles is followed by chapters on selected topics. This book is intended as a successor to the other books in the series, and is somewhat more factual and less interesting. It has good photographs and several maps. (See p. 248.)

MACDONALD, A. M. *The World's Highways*. Around Our World, Book III. Chambers. 144 pp. 1960. 6s.

Introduction to the world by means of a series of journeys. Contains a journey across Canada and Siberia and other journeys. Interesting facts on the journeys are selected and well illustrated by photographs. Simple text. Suggestions for 'Things to do'. (See p. 247.) M.M.H.

MACDONALD, A. M. *The Homelands*. Around Our World, Book IV. Chambers 144 pp. 1960. 6s.

The reading matter depends very largely upon its accompanying photographs. The book deals with scenery, aspects of the weather, herds, crops, mines, power, manufactures. It includes useful small maps showing sites of modern manufactures, e.g. where aircraft parts are made. (See p. 247.) M.M.H.

Men and Women at Work. The Story of Gold. 70 pp. 2s. 2d. Rubber and its Many Uses. 76 pp. 2s. 2d. Oil. 71 pp. 2s. 2d. The Story of Transport. 103 pp. 2s. 10d. Cocoa and Chocolate, 57 pp. 1s. 10d. Ropes and Rope-making, 73 pp. 2s. 2d. Leather in the Service of Man. 92 pp. 2s. 10d. The Making of a Book. 2s. 10d. O.U.P.

These readers contain many useful facts and pieces of information which clearly have an application in the teaching of geography. In particular, they could be used to provide a centre of interest for project work. Some are well illustrated, but most are without maps.

MIDGLEY, C. *Look at the Map.* Wheaton. 48 pp. 1953 (1st pub. 1931). 3s. 6d.

First steps in map-reading, illustrated.

MIDGLEY, C. *The Magic Map.* Wheaton. 36 pp. 1963 (1st pub. 1936). 3s. 6d.

This story of the activities of a boy and a girl of primary school age provides the logical sequence by which map-making may be taught, from a plan of the classroom to maps of local features. Exercises on map-reading conclude the book. Activity on the part of the child is encouraged.

MIDGLEY, C. *People of the World.* The New Picture Geographies, Book I. Johnston. 147 pp. 1951. 5s.

This survey of peoples and lands in contrasted regions of the world is simply written and printed in good, clear type. Some familiarity with a map of the world is assumed. (See p. 252.)

MIDGLEY, C. *More Peoples and Other Lands.* The New Picture Geographies, Book II. Johnston. 144 pp. 1951. 5s.

This is a useful book for children working in groups, or it could be included in the class library. It is written in the form of a journey round the world and includes some simple physical geography. There are useful questions and exercises at the end of each chapter. (See p. 252.)

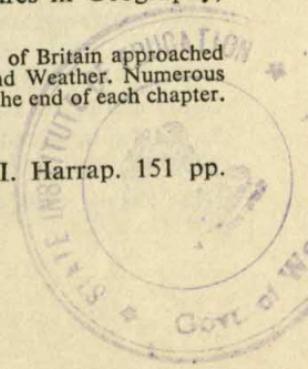
MIDGLEY, C. *The World's Workers.* The New Picture Geographies, Book III. Johnston. 143 pp. 1953. 5s.

This is a geography of commodities. A wide range of familiar products is covered under such headings as 'Geography while washing up'—dealing with steel, pottery and china. The treatment given to each article in a book of this scope is necessarily slight. (See p. 252.)

MOORE, W.G. *Adventures in Geography.* Adventures in Geography, Book I. Harrap. 139 pp. 1957. 6s. 6d.

In Part I, introduction to mapping and simple geography of Britain approached by imaginary journeys. Part II introduces the Seasons and Weather. Numerous illustrations form an integral part of the text. Exercises at the end of each chapter. (See p. 247.)

MOORE, W.G. *Adventures in Geography.* Book II. Harrap. 151 pp. 1958. 7s.



In this book the theme of adventure is continued in the life and work of peoples in the Equatorial Forest Region, Tropical Grasslands, Steppe Region, etc. These geographical accounts are well suited to the needs of junior children. They are accurate, lively and readable. Each chapter has 'things to do'. (See p. 247.)

MOORE, W.G. *Adventures in Geography*. Book III. Harrap. 136 pp. 1959. 7s.

This book deals with the life and work of producers of selected primary commodities: rubber, sugar, palm oil, cocoa, etc. It is very readable and well illustrated. Each chapter has 'things to do'. (See p. 247.)

MOORE, W.G. *Adventures in Geography*, Book IV. Harrap. 160 pp. 1961. 7s.

This book deals with the British Isles in simple regional terms with an emphasis on human activity. Each chapter has 'things to do'. (See p. 247.)

MORRIS, R.W. *Understanding the Modern World*. Allen and Unwin. (See p. 356.)

MORRIS, R.W. *Your Food and Drink*. Allen and Unwin. (See p. 270.)

MOSS, F.G. *People and Homes in Many Lands*. Harrap. 220 pp. 1958. (1st pub. 1930.) 6s. 6d.

A very generalized treatment of the environment, homes and activities of peoples throughout the world, intended for junior schools. It is illustrated with small photographs, line drawings and maps, and exercises are provided for each chapter.

MURRAY, A. *Photographic Geography*. Collins. Book I. 160 pp. 1952. 4s. 6d. Book II. 192 pp. 1953 (1st pub. 1952). 5s. *Out of print*.

Book I is written on the basis of the seasonal changes in our own land and extended to such lands as the hot deserts of Africa. Also the children are introduced to the elements of a map and to the description of a stream. Book II is a clearly written text dealing with life in other lands and the activities concerned with the production of such commodities as tea and cocoa. Both books have very good photographs and exercises. (See p. 254.)

NAYLOR, A.H. AND COBLEY, HEATHER. *Time and Clocks*. Study Books Series. John Lane The Bodley Head. 48 pp. inc. index. 1959. 9s. 6d.

By simple interesting diagrams and clear text the history of the calendar and making of clocks is traced from earliest times to the present day. Time changes in various parts of the globe, time at sea, time zones, the date line, G.M.T. and Summer Time are explained. There is an index and a brief bibliography. The whole book is most attractive. (See p. 255.)

NOYLE, G. *Adventures into Geography for Primary Schools*. Easy Study Series. Macmillan. Book IA: 96 pp. 1953 (1st pub. 1949). 3s. 4d. Book IB: 64 pp. 1949. 2s. 9d. Book IIA: 126 pp. 1949. 4s. 6d. Book IIB: 96 pp. 1949. 4s. 6d. Book IIIA: 160 pp. 1960. 5s. 6d. Book IIIB: 128 pp. 1961. 4s. 6d.

Book I: Home life in foreign lands is described in story form, with plenty of homely detail. The style is elementary, but the stories are interesting and the illustrations give up-to-date information, even if they are somewhat small.

Book II: Commodities from abroad provide the basis for eight studies. Picture summaries at the end of each chapter are a good idea, but again the illustrations are rather small.

Book III: The British Isles. Each chapter is introduced by a series of pictures, each accompanied by a brief paragraph giving background information. The second part of each chapter consists of a story about the subject under review.

The (A) and (B) versions cover the same ground, but the text and suggested activities are simpler in the latter. (See p. 249.)

NOYLE, G. (Ed.) 1A. *Many Foods from Many Lands*; 2A. *Fruit and Drinks from Near and Far*; 3A. *Clothes and Furnishings from Animals and Plants*; 4A. *Busy Industries from Mine to Airport*. Macmillan's Geography Picture Books. Macmillan. 32 pp. each. 1953. 3s. each.

Each book contains thirty pictures in full colour, one per page, with twelve to twenty lines of explanatory comment. The pictures are small reproductions of the large plates of Macmillan's Geography Class pictures, and in themselves are too small and heavily coloured for detailed examination, but might be valuable if used with the full-sized pictures. (See p. 252.)

NOYLE, G. (Ed.). 1B. *Foods from Many Lands*. 2B. *Fruits and Drinks from Far and Near*. 3B. *Useful Things from Animals and Plants*. 4B. *Mining, Making and Sending Away*. Macmillan's Geography Picture Books, Easy Study Edition. Macmillan. 32 pp. 1959. 3s. 6d. and 4s.

These four books contain the same pictures as those included in Macmillan's Geography Picture Books (see above), but the text is simpler and the print larger and therefore more suitable for younger pupils. As in the companion series, the plates are small reproductions of Macmillan's Geography Class Pictures. (See Visual Aids, sections E and G.) M.F.R.

NOYLE, G. *Twenty Essential Studies in Geography*. Easy Study Series. Macmillan. 184 pp. 1951 (1st pub. 1940). 6s. 6d.

Twelve of the studies are devoted to natural regions of the world and eight to the homeland, dealing with farming, fishing, power, and similar topics. There is a summary of each chapter to be copied into a notebook and exercises in written work and on outline maps. The pictures are informative, although small. (See p. 249.)

NUNNELEY, F.W. *A Port*. How to Explore Series. E.S.A. 96 pp. 1957. 6s. (See pp. 282, 329 and 348.)

PICKLES, T. *Junior World Geography*. Dent. 132 pp. 1963. 9s. 6d.

A simple survey of world geography suitable for use in the upper forms of the junior school as well as for use in the secondary school. It would be very useful for the less able children in the upper forms of the secondary school. The material is presented in an attractive and often original manner, the photographs are very good and it is a most readable book. J.J.M.

Pictorial Scotland. Studies in Geography. Book III. Robert Gibson. 64 pp. 1956. 4s.

This is a geography of Scotland with 250 small photographs placed along the edges of the pages with the text in the middle. There are four coloured maps and a few in line drawing, and short summarizing notes at the end of each chapter. It is suitable as a textbook for the third year in Scottish schools or the library in English schools. (See p. 255.)

POCOCK, G.N. *This is Where We Live*. Dent. 160 pp. 1960 (1st pub. 1951). 3s. 6d.

The author has attempted, not without success, to make geography attractive by means of relevant description and anecdote and the use of very simple language. For backward seniors and junior classes the treatment is adequate provided, as is obviously intended, that good use is made of atlases. Simple exercises are included.

POLKINGHORNE, R.K. AND M.I.R. *What the World Eats*. Evans. (See p. 270.)

SCHROEDER, MARY. I. *Homes*. II. *Food*. III. *Clothes*. Look at the Past. Chatto and Windus. 32 pp. each. 1953 (1st pub. 1950). 2s. each (cloth 3s.). Teacher's book: 208 pp. 8s. 6d.

Each book is intended to cover one term's work. Much material is provided that could be used either in lessons or in individual work by children. As part of the 'Open Your Eyes' series of publications they are generously illustrated. The teacher's book contains many useful suggestions for children's activities and bibliographies at the end of each chapter. It can be recommended as a source of material for projects on homes, clothes and food.

SPINK, H.M., AND BRADY, R.P. *The World We Live In*. Pleasant Paths to Geography, Book I. Schofield and Sims. 120 pp. 1962 (1st pub. 1952). 6s. 6d. Teacher's edition: 58 pp. 5s. 6d.

This introduction to the geography of everyday life is well presented, with an attractive coloured cover and many pictorial sketches. Local map work is well developed. The teacher's edition provides a good reference book for use with the main text and includes a full bibliography. (See p. 254.)

SPINK, H.M., and BRADY, R.P. *All People our Neighbours*. Pleasant Paths to Geography, Book II. Schofield and Sims. 199 pp. 1962 (1st pub. 1951). 6s. 6d. Teacher's edition: 88 pp. 5s. 6d.

Written in narrative form suitable for the very young, this book deals with a cross-section of foreigners and with representative occupations in England. The teacher's edition is a necessary appendix to the pupil's text. It contains a host of practical suggestions for models and painting and helpful teaching hints on the individual countries and peoples. (See p. 254.)

SPINK, H.M., AND BRADY, R.P. *Working to Live—At Home*. Pleasant Paths to Geography, Book III. Schofield and Sims. 176 pp. 1960 (1st pub. 1952). 6s. 6d. Teacher's edition: 88 pp. 5s. 6d.

This is a very good book dealing with a large section of British workers. It is well written in narrative form, with very good photographs, exercises and drawings. Suggestions as to provocative questions and notebook work, together with excellent ideas about visits and field work, are included in the teacher's edition. This book also contains a good bibliography and list of filmstrips and is highly recommended as an addition to the pupil's book. (See p. 254.)

SPINK, H.M., AND BRADY, R.P. *Working to Live—Abroad*. Pleasant Paths to Geography, Book IV. Schofield and Sims. 204 pp. 1962 (1st pub. 1953). 6s. 6d. Teacher's edition: 96 pp. 5s. 6d.
A useful book for young children, well written and illustrated. (See p. 254.)

STEMBRIDGE, J.H. *The New World-Wide Geographies, First Series*. I. Seeing the World. 128 pp. Paper 5s. 6d.; cloth 7s. II. Peoples and Homes of Other Lands. 128 pp. Paper 5s. 6d.; cloth 7s. III. The World We Live In. 159 pp. Paper 5s. 9d.; cloth 7s. 6d. IV. Exploring the British Isles. 160 pp. Paper 5s. 9d.; cloth 7s. 6d. O.U.P. 1948 (reprinted and revised 1961, 2nd edn. Book III 1963).

Book I. Various parts of the world are seen through the eyes of a boy, taken on his journeys by a wise owl. The book is well illustrated with interesting pictures, and includes exercises.

Book II. The emphasis is on human geography, the lives of boys in different parts of the world.

Book III. A journey round the world with visits to typical places in each country is described. Each section suggests things to do.

Book IV. A simple survey of the British Isles in which the child's own locality is given due importance. Two chapters deal with maps. Questions and activities are listed at the end of each chapter.

SYME, R. *The Story of Britain's Highways*. Pitman. 88 pp. 1952. 5s.
A concise account of the history of British road development and a review of the present-day problems. The book is illustrated with black-and-white photographs and maps and would be very useful as a basis for discussion. (See p. 278.)

WARBURTON, CLIFFORD AND GILL, MARGERY. *Farming*. Study Books Series. John Lane The Bodley Head. 48 pp. inc. index. 1959. 9s. 6d.

This book shows the modern farmer in Britain, types of farm and cattle, sheep and poultry farming and sowing and harvesting of crops. Market Day is explained. There is a chapter on the help given to farmers by scientists. (See p. 255.)

WHITE, E. *The World and Ourselves*. The New Picture Geographies. Johnston. 207 pp. 1950 (1st pub. 1940). 5s. 6d.

Designed as an alternative to Book IV in the series, this book gives a comprehensive and interesting regional account of the world which juniors can understand. In general the matter of the book is more advanced than the language and method of presentation. The chapters are graded, the first being very much simpler than the last. (See p. 252.)

WHITE, E., AND SUTHERLAND, D. *The British Isles*. The New Picture Geographies, Book IV. Johnston. 190 pp. 1950 (1st pub. 1937). 5s.

Although designed for the fourth year of the primary school, some of the maps are too simplified and of too small a region to be useful to juniors. Similar oversimplification in the text is also misleading occasionally. With care, this book could be used either as a textbook or for general reference. (See p. 252.)

WINTERBOTTOM, J. M. *Round Africa*. Longmans. 112 pp. New ed. 1961. 4s.

This is an interesting introduction to the geography of the chief regions of Africa, suitable for junior forms.

WRIGHT, JOHN M. *Looking at Scotland*. Looking at Geography V, Black. 80 pp. 1960. 7s. 6d. (See p. 251.)

The book shows clearly the life and work of the people of Scotland. It includes chapters on the major regions of Scotland and has also chapters on Fishing, Travel and Transport, Forestry Commission, Hydro-electric power. Atomic power stations and skiing are also covered. There are two or more photographs and/or sketches per page, four large maps and twenty sketch maps. F.R.G.

YOUNG, E. *At Home in Distant Lands*. Kingsway Geography Readers. Evans. 96 pp. 1950 (1st pub. 1933). 3s. 6d.

A boy, Paul, visits various countries, accompanied by an animal typical of each. He meets the people, sees their way of life and learns something of the geography of the region. The story is simple but interesting, and accompanied by illustrations and elementary exercises. (See p. 251.)

YOUNG, E. *At Work in Britain*. Kingsway Geography Readers. Evans. 112 pp. 1951 (1st pub. 1933). 3s. 9d.

An elementary regional treatment of the British Isles, based on the study of typical occupations. The simple but lively descriptive passages are illustrated with photographs and diagrams. Exercises encourage a close study of the pictures and some independent exploration as well as offering scope for revision of the reading matter. A useful book for backward secondary modern classes as well as the primary school. (See p. 251.)

YOUNG, E. *At Work in Many Lands*. Kingsway Geography Readers. Evans. 96 pp. 1951 (1st pub. 1933). 3s. 6d.

The world is divided into its broad climatic belts and the contrasting lives and occupations of workers contributing to the trade of the world in each region are described, under such headings as rubber-growers of Malaya, orange-growers in Spain, and dairy-farmers in Denmark. By this device, primary and the more backward secondary modern classes can acquire some recognition of regional contrast on a climatic basis. (See p. 251.)

YOUNG, E. *Travellers' Tales*. Kingsway Geography Readers. Evans. 96 pp. 1951 (1st pub. 1933). 3s. 6d.

The story of great explorers told in the form of an imaginary broadcast made by each on his return. Among the 'broadcasters' are Marco Polo, Columbus, Drake and Stanley. The matter is well chosen and the method of presentation is attractive to young children. The use, wherever possible, of authentic sources adds greatly to the value of the book. (See p. 251.)

2. Primary Library Books

ADAMSON, J. *Elsa: The Story of a Lioness*. Collins. 48 pp. 1962. 12s. 6d.

The story of Elsa the lioness and her three cubs is given in one volume. It is profusely illustrated, but the text is brief and written in very simple language. (See p. 306.) K.H.N.

ALLEN, AGNES. *The Story of the Highway*. Faber. 210 pp. 1950. 16s.
In story form this book gives a lively idea of the condition and development of Britain's roads through the ages.

ALLEN, AGNES. *The Story of Your Home*. Faber. 184 pp. 1949. 12s. 6d.

An introduction to the house types of Britain from an historical point of view.

ALLEN, AGNES. *The Story of the Village*. Faber. 221 pp. 1947. 16s.
A most interesting introduction, in story form, to the growth of the life and work of a village.

BADMIN, S. R. *Trees in Britain*. Puffin Picture Book. Penguin Books. 3s. 6d.

BAKER, E. M. *African Fruits*. U.L.P. 48 pp. 1949. 2s.

A brief account of those fruits which form part of the normal West African diet written by a domestic science specialist. Illustrated by line drawings and some coloured pictures. There is a collection of common recipes at the end. (See p. 303.)

BATTEN, H. MORTIMER. *Wild Animals at Home*. The Heritage of Literature. Longmans. 181 pp. 1948 (1st pub. 1939). 4s.

Thirteen stories about wild animals, their home lives and habits, suitable for children aged eight to eleven years. (See p. 250.)

BLYTON, ENID. *A Visit to the Zoo*. The 'Old Thatch' Series. Johnston. 64 pp. 1s. 9d.

Simple descriptions of animals and their homes with good outline pictures. A useful book for large classes of backward children aged about eight years. (See p. 253.)

Book of Wild Life. Various authors. Pageant of Knowledge. Collins. 192 pp. 1963. 7s. 6d.

A comprehensive and authoritative account, profusely illustrated, and including descriptions of birds and reptiles as well as of animals of the sea and the land. K.H.N.

BORER, M. C. *Mankind in the Making*. Warne. 160 pp. new edition 1962 (1st pub. 1939). 12s. 6d.

A description of man's development from earliest times to the New Stone Age, with good illustrations.

BRAITHWAITE, MAX AND LAMBERT, R. S. *We Live in Ontario*. Schofield and Sims. 256 pp. 1957. 17s. 6d.

Although written for children in Ontario, this book will delight primary stage readers everywhere. It includes the story of travel, printing, water, etc., and much of the instruction is by copious illustrations.

BRANSON, J. M. *Ships and the Sea*. Starting Science. Chambers. 40 pp. 1962. 3s. 6d. limp, 5s. boards.

Library or reference book for children of eight to ten years dealing with kinds of ships, navigating at sea, tides and simple sea creatures with suggestions for experiments on floating, etc. Illustrations on each page. (See p. 255.) M.M.H.

BRANSON, J. M. *Watching the Weather*. Starting Science. Chambers. 40 pp. 1963. 3s. 6d. limp, 5s. boards.

Book, in story form, on weather observations with simple experiments on properties of air and how to keep weather records. Contains directions for making simple apparatus. Line drawings and diagrams on every page. M.M.H.

BUCKLEY, P. *Dimitrios, Boy of Greece*. Young World Series. Methuen 94 pp. 1962. 12s. 6d.

Intended for six- to nine-year-old children, the brief and lively text is well illustrated with excellent photographs and a few simple maps. M.S.

CHAPMAN, D. H. *The Seasons and the Woodman*. C.U.P. 79 pp. 1949 (1st pub. 1941). 10s. 6d.

A library book for primary and secondary modern schools.

CHARNOCK, JOAN. *The Russian Twins*. The Twins Series. Cape. 1963. 10s. 6d. (See pp. 255-256.)

CLARK, RONALD W. *We Go to England*. The 'We Go' Series. Harrap. 192 pp. 1963. 10s. 6d. (See p. 256.)

CLARK, RONALD W. *We Go to Scotland*. The 'We Go' Series. Harrap. 187 pp. 1959. 10s. 6d. (See p. 256.)

CLARK, RONALD W. *We Go to Southern France*. The 'We Go' Series. Harrap. 174 pp. 1960. 10s. 6d. (See p. 256.)

CLARK, RONALD W. *We Go to Switzerland*. The 'We Go' Series. Harrap. 174 pp. 1958. 10s. 6d. (See p. 256.)

CLARK, RONALD W. *We Go to the West Country*. The 'We Go' Series. Harrap. 192 pp. 1962. 10s. 6d. (See p. 256.)

CORBRIDGE, SYLVIA L. *We Go to Ireland*. The 'We Go' Series. Harrap. 187 pp. 1959. 10s. 6d. (See p. 256.)

CORBRIDGE, SYLVIA L. *We Go to Portugal*. The 'We Go' Series. Harrap. 186 pp. 1963. 10s. 6d. (See p. 256.)

CRAIG, G. *This Restless Earth*. Quest Library. Oliver and Boyd. 76 pp. 1962. 4s. 6d.

Essentially a good *introduction* to geology and physical history. It deals with common rocks, fossils, animals of the past, earthquakes, the Great Ice Age and drifting continents. It contains suggestions for practical work and would lead an interested reader to more comprehensive reference books. (See p. 354.) M.M.H.

CREEK, F.N.S. *Geography for Boys and Girls. A Junior Teach Yourself Book.* E.U.P. 96 pp. 2nd imp. 1961 (1st pub. 1956.) 8s. 6d.

A book written with an approach designed to interest the young with chapter headings such as 'Where on Earth am I?' and 'History is Chaps; Geography is Maps', with diagrams.

DAWLISH, P. *The Race for Gowrie Bay.* O.U.P. 188 pp. 1959. 9s. 6d. A vivid and exciting story of fishing off Newfoundland with a graphic description of the hazards of currents and pack ice.

DEVERSON, H.J. *The Map that Came to Life.* O.U.P., 34 pp. 1948. 9s. 6d.

Two children set out with their dog for a country walk, using an Ordnance Survey map. Enlarged sections of the map and attractive coloured drawings illustrate each part of the walk, and the relation between the symbols on the map and the features seen by the children is strikingly clear. This would be a fascinating book for intelligent juniors, developing an interest in maps and providing a useful introduction to simple map reading.

DEWHURST, J. AND MAYLAND, A. 1. *The Herring Fisherman*, 2. *The Coal Miner*, 3. *The Farmer*, 4. *The Goods Engine Driver*, 5. *The Lorry Driver*, 6. *The Merchant Seaman. Our Workaday Friends.* Evans. 24 pp. each. 1957-63. 1s. 3d. each.

The essential information is attractively set out to satisfy the child's curiosity and the suggestions for work to be done are stimulating and aimed at creating confidence in children of varying abilities. The books are illustrated with black-and-white drawings.

DUNN, MARY. *We Go to Paris. We Go to Denmark. We Go to Belgium and Luxembourg. We Go to Rome. We Go to Western France. We Go to the Channel Islands* The 'We Go' Series. Harrap. 1953-63. 10s. 6d. each. (See pp. 256 and 286.)

DURRELL, G. *The New Noah.* Collins. 222 pp. 1955. 10s. 6d.

This book, written especially for younger readers, gives a vivid and lively description of the author's travels in the Cameroons, Guiana and Paraguay, and of some of the wild animals he collected in these areas. Illustrated with maps and black-and-white drawings. K.H.N.

FLACK, M., AND LOMEN, H. *Taktuk, an Eskimo Boy.* John Lane The Bodley Head. 139 pp. 1956 (Reprinted 1958.) 8s. 6d.

A simple story of the life and adventures of an Alaskan Eskimo boy. The story contains folk stories and folk songs and the whole book is delightfully illustrated with black-and-white drawings.

GOETZ, D. *Swamps. Tropical Rain Forests. Deserts. The Arctic Tundra. Grasslands. Mountains.* Background Geographies. Wheaton. 64 pp. each. 1956-62. 6s. each.

These are mainly picture books with accompanying text. B.S.R.

GUILLOT, R. *Grishka and the Bear.* O.U.P. 128 pp. 1959. 9s. 6d.

Set in Siberia, this story gives an impression of life among the tribesmen and of the character of the country. Illustrated with line drawings.

HEWETT, A. *Elephant Big and Elephant Little.* John Lane The Bodley Head. 64 pp. 1955 (Reprinted 1959.) 7s. 6d.

Nine animal stories for young children. The animals are humanized but not over so. Children can learn something of the characteristics and habitats of the animals.

HOBBS, GRACE M. *Children Abroad.* I. The Little Kaffir and a Small Piccaninny. 44 pp. 1958. II. Carl, the Norwegian Boy and Volda, the Dutch Girl. 32 pp. 1956. III. Goro, the Yellow Boy of Japan and Chang, the Yellow Boy of China. 32 pp. 1958. IV. Zara, the Brown Girl of Ceylon and Ali, the Boy who lived in a Tent, 40 pp. 1956. V. Red Feather and Goonack, the Little Eskimo Girl. 32 pp. Pitman. 1956. 1s. 9d. or 2s. each.

Excellent books for teaching geography in the early classes of the primary school, which could be made the basis of good informal lessons. They are illustrated with good line drawings.

HOOD, P. *About Maps.* Puffin Picture Book. Penguin Books. 31 pp. 1961 (1st pub. 1950). 3s. 6d.

This is an exciting and colourful introduction to a map, suited to the needs of young intelligent children. It has some interesting ideas.

HOPE, RONALD. *Ships.* Junior Heritage Books. Batsford. 80 pp. 1958. 8s. 6d.

A successful attempt to introduce to the young reader one of the elements of our maritime tradition.

HUNT, SIR JOHN. *The Ascent of Everest.* U.L.P. 96 pp. 1954. 6s. Junior edition.

A vivid and readable account of the ascent, especially written for juniors.

JACKSON, STEPHEN. *The Crocodile Trap. The Walrus Hunt. The Strange Arab. Two Miles High. The Riddle of the Nile. The Elephant in the Sky.* Six Little Plays series. Ginn. 16 pp. each. 1953. 6d. each.

Designed for use with the stories in First Series, Book I. Useful background material for primary schools. P.M.W.

JECCHINIS, CHRIS. *We Go to Greece.* The 'We Go' Series. Harrap. 176 pp. 1960. 10s. 6d. (See p. 256.)

JENKINS, A. C. *The Twins of Lapland*. The Twins Series. Cape. 140 pp. 1960. 10s. 6d.

A year with a Lapp community, giving particular emphasis to animals. (See p. 255.) E.E.T.

JONES, H. *Men of Courage*. Bell. 180 pp. 1957. 12s. 6d.

This book contains brief biographies of six men. One chapter, that devoted to Grenfell of Labrador, contains material of geographical interest, although, quite naturally, this refers to a past period.

KENT, MARGARET. *At Tweedles' Farm*. Macmillan. 160 pp. 1949. 5s.

This is a really good farm book, which can be recommended for children of eight to ten years. Although written in the form of a story and in simple language, there is nothing insipid or silly about it. The illustrations combine with the reading matter to give a clear, detailed picture of farm life.

KIRTLEY, MARJORIE E. *Fruits of the Field and Forest*. Our Wonderful World. Book I. Warne. 96 pp. 1948. 3s. (See p. 253.)

KIRTLEY, M. *Workers of our Islands*. Our Wonderful World. Book II. Warne. 112 pp. 1949. 3s.

A suitable book for young children, well illustrated, and with a fair amount of detail. (See p. 253).

LAMBERT, R. S. *They Went Exploring*. Schofield and Sims. 168 pp. 1958 (1954 in Canada). 15s. (Available only from Book Society of Canada Limited, 4386 Sheppard Avenue, Agincourt, Ontario, Canada.)

This book gives in a pleasing manner the stories of many explorers from the Norsemen to Hillary and Tensing. There are small drawings, maps, etc., round the margins of every page.

MACGREGOR, FORBES. *Fresh Field Geography Readers*. Books I to VIII. I. The Wonderful World. Ten unrelated stories. II. Across the Atlantic. Nine tales of the Pacific Ocean and North America, including folk tales and historical studies. *Out of print*. III. This Island Home. Eight tales (some fanciful) on various subjects connected with the British Isles. IV. The Far Travellers. Four tales from North America, two from Australia and one from New Zealand. *Out of print*. V. Around the Middle Sea. Five tales and a play about Christopher Columbus for acting. VI. On Northern Plains and Shores. Six tales from Europe. VII. Empires of the Sun. VIII. Through Ancient Lands. Nelson. 64 pp. each. 1956-57. 2s. 3d. each.

In every book each story is introduced by a map and some notes and is followed by questions and things to do and is well illustrated with black-and-white line drawings. They are suitable for reading books in the library.

MCNICOL, H. *Coal. Paper. Iron and Steel. Petroleum. Rubber. Coffee and Tea. Sugar and Cocoa. Glass. Pottery. Stories of Industry.* Warne. 64 pp. 1948-50. 1s. 3d. each.

Each book tells the story from origin to the present day and contains some eighteen clear informative line drawings, many of special interest to boys. A welcome addition to the libraries of primary and secondary modern schools. (See pp. 255, and 355.)

MAUTHNER, M. *Christiane lives in the Alps.* Children Everywhere. Methuen. 48 pp. 1962. 10s. 6d.

A series of excellent photographs illustrating the life of a Swiss family, with an attractive though brief explanatory text. A very useful and lively introduction to the geography of mountainous regions. (See p. 248.) M.S.

MAXWELL, W. P., DAVIDSON, A. M. AND MITCHELL, J. (Comp.) *Junior World.* Johnston and Bacon. 176 pp. and 16-page atlas. 1962. 21s.

A young people's guide to the continents, countries, chief cities and airports of the modern world. The information is arranged alphabetically under continents. I.V.Y.

NEVILLE, C. J. *Salifu the Detective.* Macmillan. 185 pp. 1957 (1st pub. 1950). 9s. 6d. School edition 7s.

The hero of this book is a member of the former Gold Coast Police. His adventures are interesting and well written, and the many details of tribal life and native customs provide an authentic background to the story. This is a good library book for the primary or secondary modern school. It is illustrated by black-and-white line drawings.

NOYLE, G. *China.* 64 pp. 1946. 2s. *Nigeria,* 64 pp. 1951. 2s. 6d. *The Soviet Union.* 64 pp. 1947 (1st pub. 1946). 2s. 6d. *The U.S.A.* 64 pp. 1946. 2s. 6d. *Sweden.* 64 pp. 1954. 2s. 6d. *British East Africa.* 64 pp. 1954. 2s. 6d. *Australia.* 64 pp. 1959. 3s. *Glimpses of Family Life.* Macmillan.

Daily life in each country is described on a picture-and-story basis. Each chapter contains a picture, a discussion of the picture and a connected story.

OSMOND, E. *Towns.* Junior Heritage Books. Batsford. 80 pp. 1958. 8s. 6d.

The high quality of the colour drawings and of the monochrome photographs and the clear text bring out for the young reader some interesting aspects of town development.

OSMOND, E. *Villages.* Junior Heritage Books. Batsford. 80 pp. 1957. 8s. 6d.

Illustrations are in colour and monochrome. The text is written with an eye on the younger reader.

PERKINS, LUCY F. *The Eskimo Twins.* 1922. *The Irish Twins.* 1922. *The Scotch Twins.* 1922. *The Dutch Twins.* 1928. *The Chinese Twins.* 1936. *The Norwegian Twins.* 1936. *The Swiss Twins.* 1936. *The Indian*

Twins. 1938. *The French Twins*. 1939. *The Belgian Twins*. 1940. *The Filipino Twins*. 1949. *The Italian Twins*. 1952. *The Spanish Twins*. 1952. *The Japanese Twins*. 1936. *The Mexican Twins*. 1955. The Twins Series. Cape. 10s. 6d. each. (See pp. 255-256.)

POLKINGHORNE, R.K., AND M.I.R. *Other People's Houses*. 136 pp. 15s. *What the World Wears*. 140 pp. 1962 (1st pub. 1949). 13s. 6d. Harrap.

These are interesting books dealing with houses in many parts of the world, divided mainly according to the type of building material. Modern materials and architecture are included, and reference is made to contemporary as well as traditional 'native' dwellings. The books are liberally illustrated with black-and-white drawings.

POLKINGHORNE, R.K., AND M.I.R. *Story Time in the Zoo*. The Heritage of Literature. Longmans. 186 pp. 1951 (1st pub. 1938). 4s.

The stories in this book are based mainly on legends and folk tales, particularly from India. They are suitable to be read or told to children aged six to nine years. (See p. 250.)

RILEY, Q. *Discovery of the Poles*. Puffin Picture Book. Penguin Books. 3s. 6d.

RIVOLIER, JEAN (Trans. from French by Peter Wiles). *Emperor Penguins*. Elek. 131 pp. 1956. 8s. 6d.

It is a good story of an expedition to Geology Pt., Adelie Land to study Emperor Penguins. Illustrated.

RIWKN-BRICK, A. *My Swedish Cousins*. Children Everywhere. Methuen. 64 pp. 1961. 10s. 6d.

Parallel with others of this series, this booklet is a good, lively study of a Swedish family re-union, children from various parts of the country are featured. (See p. 248.) M.S.

RIWKN-BRICK, A. AND LINDGREN, A. *Dirk Lives in Holland*. Children Everywhere. Methuen. 48 pp. 1963. 10s. 6d.

An illustrated story of a day in the life of a small Dutch boy, in which a certain amount of geographical material is introduced in passing. (See p. 248.) M.S.

RIWKN-BRICK, A. AND LINDGREN, A. *Marko lives in Yugoslavia*. Children Everywhere. Methuen. 48 pp. 1963. 10s. 6d.

Pictures and text describing the life of a family in Macedonia. As in other booklets of this series, the photographs are excellent and contain much human interest. (See p. 248.) M.S.

ROOKE, DAPHNE. *The South African Twins*. *The New Zealand Twins*. The Twins Series. Cape. 1953 and 1957. 10s. 6d. each. (See p. 255.)

ROSE, W. *The Village Carpenter*. C.U.P. 146 pp. 1952 (1st pub. 1937). 15s.

A useful book for primary classes concerned with the topic of wood. It has twenty-three plates and eleven text-figures.

ROWLAND, T.J.S. *Everyday Things for Lively Youngsters*. Lively Youngster Series. Cassell. 127 pp. Revised edition 1954. 10s. 6d.

Interesting sections on rocks, soils, weather, climate, types of houses, building materials, timber, paper, rubber and textiles make this book suitable for inclusion in a junior school library. Every other page consists of line drawings of a simple but lively character. K.H.N.

ROWLAND, T.J.S. *Outdoor Things for Lively Youngsters*. Lively Youngster Series. Cassell. 128 pp. 1957. 10s. 6d.

Topics are both geographical and biological. Suitable for inclusion in a junior school reference library. Every other page consists of illustrative line drawings. There are nine books in the series, but only two are mainly geographical. K.H.N.

RUTLEY, C.B. *Colin and Patricia in Canada*. 288 pp. 1949. 5s. *Colin and Patricia in South Africa and Southern Rhodesia*. 270 pp. 1952. 6s. Macmillan.

The books are long for textbooks, although they would make very good ones if the class could spend so much time on Canada and Africa. They are well written with good vocabulary and might be used for reading in connexion with geography. Photographs are good and plentiful and the stories provide interesting reading for top juniors and secondary modern pupils.

RUTLEY, C.B. *Wild Life in Canada. Wild Life in the Ice and Snow. Wild Life in the Jungle. Wild Life in the Bush and Jungle*. Macmillan. 192 pp. 1950. 7s. each.

Stories of a grizzly bear, a beaver and a caribou (Canada), a seal, a wolf and a penguin (Ice and Snow), an elephant, a baboon and a tiger (Jungle). The books are illustrated with black-and-white drawings and form a good addition to a primary school library.

SANKEY, M. *Simon of Simonstown*. Bell's Overseas Adventure Series. Bell. 160 pp. 1957. 11s. 6d.

This is an adventure story set in South Africa. The book contains some useful background material, and would make a useful reading book in the school fiction library.

SAVA, G. *A Boy in Samarkand*. Faber. 176 pp. 1950. 5s.

The adventures of a young boy in Russia, with good descriptions of the physical features of the country, the climate and general geographical background.

SAVA, G. *Caught by Revolution*. Faber. 167 pp. 1952. 10s. 6d.

This is a sequel to the adventure story *A Boy in Samarkand* (above). When the Revolution starts, the boy, Peter Slavine, is a cadet in the Imperial Russian Naval Academy where mutiny occurs. The story is illustrated with black-and-white drawings and includes description of geographical interest.

SAVILLE, M. *Malcolm Saville's Country Book. Malcolm Saville's Seaside Book*. Cassell. 96 and 92 pp. 1961 and 1962. 12s. 6d. and 15s.

These two books can be used for group work or for independent reading. They are beautifully and profusely illustrated with many of the photographs in colour. The aim of the author is to interest young children in every aspect of both the country and the seaside and, while the emphasis is on natural history, more geographical aspects of the environment are not neglected. K.H.N.

SCOTT, PETER AND PHILIPPA. *Faraway Look One. Faraway Look Two.* Cassell. 120 pp. each. 1960. 15s. each.

Beautifully and profusely illustrated, these books will appeal to junior children whether or not they have previously watched some of Peter Scott's B.B.C. Television 'Look' programmes. Book I tells of the authors' travels and of the animals and birds they met in Australia, New Zealand, New Guinea, Fiji and Hawaii, while Book II deals with the British Virgin Islands, Trinidad, Panama and the Galapagos Islands and follows the same pattern of well-illustrated narrative used in Book I. K.H.N.

SHAW, D. *The Pakistani Twins.* The Twins Series. Cape. 1960. 10s. 6d. (See p. 255.)

SHAW, D. *The Twins of India.* The Twins Series. Cape. 156 pp. 1959. 10s. 6d.

Bengali village children visit Calcutta to report find of ancient temple. Much incidental background of Hindu culture is included. (See p. 255.) E.E.E.T.

SHERIDAN, IRENE. *We Go to Germany.* The 'We Go' Series. Harrap. 192 pp. 1960. 10s. 6d. (See p. 256.)

SILVERSTONE, M. AND MILLER, L. *Bala, Child of India.* Children Everywhere. Methuen. 48 pp. 1962. 10s. 6d.

A series of photographs, excellent technically though not always of much geographic interest, illustrating life in an Indian village near Delhi. With the explanatory text is likely to form an interesting introduction to life in India. (See p. 248.) M.S.

SPINAGE, C. A. *Animals of East Africa.* Collins. (See p. 308.)

SPINK, H. M. AND BRADY, R. P. *The Foundations.* New Ventures in Geography. Schofield and Sims. (See pp. 265 and 352.)

SPINK, H. M. AND BRADY, R. P. *Great Britain and Ireland.* New Ventures in Geography. Schofield and Sims. (See pp. 278 and 352.)

SPINK, H. M. AND BRADY, R. P. *Map Reading Book.* New Ventures in Geography. Schofield and Sims. (See pp. 324 and 352.)

SPINK, H. M. AND BRADY, R. P. *The North Atlantic Nations.* New Ventures in Geography. Schofield and Sims. (See pp. 292 and 352.)

SPINK, H. M. AND BRADY, R. P. *The Southern Lands.* New Ventures in Geography. Schofield and Sims. (See pp. 306 and 352.)

STAPLEDON, SIR GEORGE. *Farm Crops in Britain.* A Puffin Picture Book. Penguin. 32 pp. 1955. 3s. 6d.

A short, practical treatment of British farm and market-garden crops, illustrated by drawings in black-and-white and in colour. The book includes short sections on seed production and weed control and is attractively presented. (See p. 279.)

STREATFEILD, N. *Lisa Goes to Russia*. Collins. 160 pp. 1963. 13s. 6d.
 Written by this well-known author of children's books, this is designed for children up to eleven years old and gives a lively and informative description of Lisa's visit to her Russian cousins living in Moscow. Lisa sees Moscow, and also visits Kiev and Leningrad and she goes shopping and is taken to a circus and to the Bolshoi Ballet. K.H.N.

SUSCHITZKY, W. AND MACMAHON, B. *Brendan of Ireland*. Children Everywhere. Methuen. 48 pp. 1961. 8s. 6d.

Uniform with others of the series, a useful pictorial introduction to life in Western Ireland. There are forty-six illustrations. (See p. 248.) M.S.

TARN, W. W. *Treasure of the Isle of Mist*. Oxford Children's Library. O.U.P. 150 pp. 1959. 5s. 6d.

Set in Skye, this is a background story book suitable for junior pupils.

THIRTEEN BOOKS BY VARIOUS AUTHORS. *Round the Globe Stories*. Warne. 64 pp. 1948. 1s. 6d. each.

Each book contains a simple story, with some dozen clear outline drawings and an outline map, suitable for backward children of eleven.

TINDALL, GILLIAN. *The Israeli Twins*. The Twins Series. Cape. 128 pp. 1963. 10s. 6d.

A lively story of life in a *kibbutz* and a journey through Israel. (See p. 255.)
 E.E.T.

TODD, MARJORIE. *African Holiday*. Harrap. 160 pp. 1960. 8s. 6d.

The account of a holiday by the author and her two children in South Africa and Rhodesia. E.R.G.

TRELEAVEN, H. A. *The Food We Grow and The Food We Eat*. U.L.P. 64 pp. 1954. 3s.

A book written for West African schools which is likely to supply the teacher with useful detail of West Africa. It treats the major foods consumed there with a brief look at food produced elsewhere. It is illustrated with black-and-white photographs, line drawings, graphs and maps. (See p. 306.)

UÇUK, C. *The Turkish Twins*. The Twins Series. Cape. 1956. 10s. 6d.
 (See p. 255.)

WELCH, R. *Ferdinand Magellan*. O.U.P. 178 pp. 1955. 9s. 6d.

The story of Magellan's voyage round the world, well told, with a wealth of sound detail and illustrated by many line drawings of dramatic incidents in the story.
 See p. 336.)

WHITNEY, T. H. *The Young Scientist's Approach to the Weather*. Warne. 96 pp. 1961. 6s.

This book covers many aspects of the weather, such as high and low pressure, rain and snow, hot, cold and humidity. Practical work and independence of thought are encouraged throughout. Numerous line drawings and diagrams accompany the text and there are nine charts which may be used in the classroom for accurate weather records.

WILLIAMS, H. *The Twins of Ceylon*. The Twins Series. Cape. 1957. 10s. 6d. (See p. 255.)

WORVILL, R. *Exploring the Heavens*. Quest Library. Oliver and Boyd. 68 pp. 1963. 4s. 6d.

A clearly written book with photographs and diagrams, introducing astronomy. It deals with the earth in space, sun, moon, stars, galaxies, how various telescopes work and a chapter on observatories and their work. It contains some simple historical data. There is a section of 'Things to do'. (See p. 354.) M.M.H.

WRIGHT, J. M. *Deep Sea Fishing*. Black's Junior Reference Books. Black. 64 pp. 1958. 9s. 6d.

Clear, attractive, well-illustrated book covering types of fishing—e.g. trawling, drifting—marine laboratories, sharks, industries depending on fishing. An excellent book.

WUORIO, EVA-LIS. *The Canadian Twins*. The Twins Series. Cape. 1956. 10s. 6d. (See p. 255.)

3. Primary Series

Active Readers. Cherrapunji Adventure, A. W. CROWN (Assam). Wang-Shu-Min, K. M. GADD (A Chinese Boy). Union Pacific, J. E. MILES (The U.S.A.). Good-bye to the Bush, RICHARD PARKER (Tasmania). 154 pp. each. 1956— 6s. 6d. each. Ginn.

These Active Readers offer exciting tales suitable for children between nine and fifteen years. They are planned to meet in particular the needs of the unbookish. They have backgrounds of authentic geographical detail. P.M.W.

Adventures in Geography. MOORE, W. G. Books I, II, III and IV (See pp. 231—232.) Harrap.

Animals of the World. OSMOND, E. Series I. Elephants, Polar Bears, Camels, Chimpanzees. Series II. Kangaroos, Reindeer, Beavers, Whales. Series III. Llamas, Lions, Chamois, Pandas. O.U.P. 124 pp. 1955. 8s. 6d. each series or 2s. and 2s. 3d. bound separately.

A study of each animal in relation to its geographical environment. The books are well illustrated with line drawings and endpapers in colour.

Around Our World. 1. The World's Children (see p. 223). 2. The World's Goods (see p. 224). 3. The World's Highways (see p. 230). 4. The Homelands (see p. 230). Chambers.

Background Geographies. GOETZ, D. Swamps. Tropical Rain Forests. Deserts. The Arctic Tundra. Grasslands. Mountains. Wheaton. (See p. 240.)

Behind the Scenes. WYMER, N. At London Airport. In an Ocean Liner. 80-90 pp. 1963. 9s. 6d. each. Phoenix.

Inside workings of everyday enterprises. Fully illustrated with photos and drawings, and written with the close co-operation of representatives of the 'business' concerned. K.M.M.

Black's New Graded Geographies. Book I. Other Children's Homes, FORSAITH, D.M. (See p. 226); Book II. The Wonderland of Common Things, JONES, R. (See p. 229); Book III. World Journeys by Land, Sea and Air, KINGSLAND, J.C. (See p. 230); Book IV. Life and Work in Britain, KINGSLAND, J.C. (See p. 229) Black.

Children Abroad. HOBBS, GRACE M. I. The Little Kaffir and a Small Piccaninny. II. Carl, the Norwegian Boy and Volda, the Dutch Girl. III. Goro, the Yellow Boy of Japan, and Chang, the Yellow Boy of China. IV. Zara, the Brown Girl of Ceylon, and Ali, the Boy who lived in a Tent. V. Red Feather and Goonack, the Little Eskimo Girl. Pitman. (See p. 240.)

Children Everywhere. Bala, Child of India (see p. 245); Brendan of Ireland (see p. 246); Christiane lives in the Alps (see p. 242); Dirk lives in Holland (see p. 243); My Swedish Cousins (see p. 243); Marko lives in Yugoslavia (see p. 243). Methuen.

Children's Life in Other Lands. DARBOIS, DOMINIQUE. Achonna—His Life in the Arctic. Teiva—His Life in the Pacific Isles; Tacho—His Life in Mexico; Gopal—His Life in India; Noriko—Her Life in Japan. Chatto and Windus. 1958–63. 46 pp. each. 10s. 6d. each.

These books are suitable for the library of middle classes in the junior school. The text is simple though sometimes lacking in continuity. The inclusion of traditional stories lends interest and there is plenty of material to stimulate inquiry. The absence of page numbers is to be deplored. Illustration is liberal, but a large simple sketch map would be a useful addition to each book. M.R.P.

Children of Today. BOYCE, E.R. Books I and II. The Clothes we Wear and The Clothes Other Children Wear. Books III and IV. The Food We Eat and The Food Other Children Eat. Books V and VI. The Houses We Live In and The Houses Other Children Live In. Macmillan. 1957. (See p. 224.)

Commonwealth Geographies. LAY, E.J.S. I. Treasures from Land and Sea. II. Life in Canada and Australasia. III. Life in Africa and India. IV. The British Isles. Macmillan. (See p. 230.)

The Discovery Books. GARNETT, OLIVE. I. Looking and Doing. 143 pp. 1949. 7s. 6d. II. Finding Out. 160 pp. 1951. 7s. 6d. III. Part 1. Exploring the World. 152 pp. 1953. 7s. Part 2. Globe and Map. 55 pp. 1953. 3s. 9d. III. Both Parts together, 8s. 6d. IV. Pathfinding and Pathmaking. 1959. 166 pp. 7s. 6d. Blackwell.

These books cover the four years of the junior school. They are written by a geographer who really understands the growth of the geographical outlook in young children, and knows how to interest them and to stimulate that growth stage by stage. In Book I the child's experience of the seasons is developed and also the child is initiated into plans and maps. In Book II the children are trained to imagine accurately some of the areas of the homeland. In Book III there is an extension to the whole world through journeys of explorers. The pictures are extremely good and well used: the exercises are practical. All books are well written.

Do You Know? Series. 1. Do You Know About Animals? 2. Do You Know About Birds? 3. Do You Know About Aircraft? 4. Do You Know About Space Flight? 5. Do You Know About Reptiles? 6. Do You Know About Our Solar System? 7. Do You Know About The Earth? 8. Do You Know About Cars? Collins. 48 pp. each. 1963. 2s. 6d. each. School edition of Nos. 1-4, 4s. 6d. each.

A new series, written by experts, fully illustrated and of low cost with easy to read informative text suitable as reference books in a junior school library. K.H.N.

Easy Study Series. NOYLE, G. Adventures into Geography for Primary Schools. Twenty Essential Studies in Geography. Macmillan. (see pp. 232 and 233.)

Fairy Tales of Many Lands. China; Russia; England; France; Denmark; Japan; Germany; Ireland; India; Mexico; Greece; Persia. Cassell. 48 pp. each. 1959-61. 6s. each.

Well bound and attractively illustrated, this is a series suitable for juniors who, through familiarity with some of the folk-lore of these countries, will gather an awareness of their cultural traditions and background. K.H.N.

Far and Wide Stories. 1. The Beachcomber's Bell, HORNBY, J. (South Sea Islands); 2. The Secret of the Valley, HORNBY, J. (N.W. Canada); 3. Son of Darky, BERRISFORD, J. M. (Australian Sheep Station); 4. Rustlers in the New Forest, BERRISFORD, J. M. (Hampshire); 5. The Elephant Poacher, WOOD, A. (India); 6. Boys, Bears and Blizzards, ELIOTT, L. S. (W. Canada); 7. Adventure on the Alm, MARTIN, N. (Austria); 8. Game Warden's Son, BERRISFORD, J. M. (E. Africa); 9. Amazon Adventure, HORNBY, J. (Brazil); 10. Vineyard Mystery, MASTERS, R. E. (France). 11. Land in Peril, LAWTON, O. (West Indies); 12. Mystery in Maori Land, HORNBY, J. (New Zealand); 13. Daffodil Island, BERRISFORD, J. M. (Scilly); 14. Amat's Elephant, GEORGE, S. G. (Malaya); 15. The Land of the Rising Sun, ELIOTT, L. S. (Japan); 16. Finn the Fisherboy, MARTIN, N. (Denmark). Macmillan. 1951-63. 2s. 6d.

A series which succeeds in its aim of providing tales of action and adventure, and at the same time giving much factual information about life today in various parts of the world. There are about twenty line drawings per book. Inevitably the more picturesque aspects of life are dealt with; there is little or no stress on seasonal

activity. The scene of the action is rarely accurately located. Suitable for upper forms of primary schools and lower forms of secondary modern schools. (See p. 345.)

The Foundations of Geography. HARDINGHAM, B.G. I. Round the Globe. II. Over Land and Sea. III. Ourselves and Our Cousins. IIIA. England and Wales. IV. Ourselves and Our Neighbours. IV.A. The British Isles. V. Boys and Girls of the British World. Nelson.

No consecutive syllabus is followed in this series, the individual books being suited to various purposes. The chief value of Books I and II would be as readers for lower juniors or retarded children where the syllabus was framed along the lines of 'other lands' geography. Book III, which has better illustrations, could be used as a textbook for upper juniors. Books IV and V are more suitable as readers. (See pp. 228-229.)

Fresh Field Geography Readers. MACGREGOR, FORBES. I. The Wonderful World. II. Across the Atlantic. III. This Island Home. IV. The Far Travellers. V. Around the Middle Sea. VI. On Northern Plains and Shores. VII. Empires of the Sun. VIII. Through Ancient Lands. Nelson. (See p. 241.)

Geography, First Series. ARCHER, A.B., AND THOMAS, HELEN G. I. Six Children of Far-Away Lands. II. Eight Children from Near and Far. III. Our Own People and Their Work. IV. The Grouping of Peoples from Desert to City. Ginn.

A graded classroom series designed to introduce children to geography in an informal way and to capture their interest. The emphasis throughout is on people, how they live and why they live as they do. The pictures are prepared as definite visual aids to learning. Maps are employed only where it is thought that they can contribute to learning. Suggested activities and questions to be answered are on 'discovery' lines. (See pp. 222 and 460.)

Glimpses of Family Life. NOYLE, G. China. Nigeria. The Soviet Union. The U.S.A. Sweden. British East Africa. Australia. Macmillan. (See p. 242.)

Headway Readers. Book of the Sea. Book of the Air. Book of the Town. Book of the Country. Book of Football. Book of Railways. Book of the Cinema. Evans. Approx. 64 pp. each. 1951 (1st pub. between 1947 and 1951). 3s. each.

Prepared to meet the needs of backward readers, these books contain a good deal of descriptive geographical background and most attractive coloured pictures. They provide reading material particularly suitable for a group concerned with some topic of a general nature, the geographical aspect of which calls for independent preparation by young readers.

The Heritage of Literature. PARKER, E.W. (Ed.). Story Time in the Zoo (see p. 243). Wild Animals at Home (see p. 237). (See also Secondary Series p. 348.) Longmans.

Home and Overseas Geography. BOOL, C.J. I. People Far and Near.

II. The World at Work. III. Exploring the World. IV. The Homeland. DUCE, R.H.V. A Simple World Survey and Africa. 180 pp. 1958 (1st pub. 1935). VI. The Americas: the isolated Continents. 256 pp. 1951 (1st pub. 1935). VII. Europe: The British Isles and Irish Free State. 256 pp. 1947 (1st pub. 1935). (*Out of print.*) VIII. The British Commonwealth. 224 pp. 1948 (1st pub. 1935). Pitman. (See pp. 224 and 348.)

How Things are Made. MASON, PETER. Bridges and Roads. (See p. 348.)

Junior Heritage Books. Villages: OSMOND, E. (See p. 242.) Towns: OSMOND, E. (See p. 242.) Ships: HOPE, R. (See p. 240.) 80 pp. each. 1957 and 1958. 8s. 6d. each. Batsford.

Junior Malayan Geographies. LEWIS, G.E.D. Book I, Teachers' Handbook. Longmans. 70 pp. 1954. 6s. (See p. 459.)

Junior Regional Geographies. BARKER, W.H. AND BROOKS, L. I. The Peoples of the World. II. The British Isles. III. The Regions of the World (*out of print.*) U.L.P.

Kingsway Geography Readers. YOUNG, E. At Work in Britain. At Home in Distant Lands. At Work in Many Lands. Travellers' Tales. Evans. The four readers of this series can be used for group work or independent reading. They are also suitable for backward secondary modern classes. (See pp. 236, 266 and 278.)

Let's Look Around. CANDY, R.J. Book I. 40 pp. 1960. 5s. 6d. Book II. 40 pp. 1962. 5s. Macmillan.

These imaginative books contain many suggestions for practical work in local geography suitable for nine- and ten-year-olds and introduce them to a variety of geographical facts encountered in everyday life. Liberally illustrated, often in two colours. M.F.R.

The London Books of Discovery and Exploration. FINCH, R. First Series: I. Heroes of Discovery. II. Heroes of Exploration. Second Series: I. Pioneers of Discovery. II. The World Discovered. U.L.P. (See p. 226.)

Looking at Geography. UNSTEAD, R.S. (Gen. Ed.) I. Looking at Other Children (see p. 226); II. Looking at Everyday Things (see p. 226). III. Looking at Britain (see p. 226). IV. Looking at the World Today (see p. 226). V. Looking at Scotland (see pp. 236 and 278). Black.

Looking at the World. GREEN, W.A., AND E.G. I. Families in Other

Lands. II. Our Neighbours and Their Work for Us. III. The World and Its Trade Ways. IV. Britain and Its Work. Blackie. (See p. 227.)

Macmillan's Geography Picture Books. NOYLE, G. (Ed.) 1A. Many Foods from Many Lands. 2A. Fruit and Drinks from Near and Far; 3A. Clothes and Furnishings from Animals and Plants; 4A. Busy Industries from Mine to Airport. Macmillan. (See p. 233.)

Macmillan's Geography Picture Books, Easy Study Edition. NOYLE, G. (Ed.) 1B. Foods from Many Lands. 2B. Fruits and Drinks from Far and Near. 3B. Useful Things from Animals and Plants. 4B. Mining, Making and Sending Away. Macmillan. (See p. 233.)

Macmillan's Picture Book Series. BOYCE, E. R. Travelling. People We all Know. On the Farm. In the Country. Our Food. Our Clothes. Children of Other Lands. Fathers at Work. Macmillan. (See p. 224.)

The Macmillan Social Studies Series. CUTRIGHT, P. AND JAROLIMEK, J. (Eds.). Living as School Friends. Living in Places Near and Far. Living in America Today and Yesterday. Living in Our Country and Other Lands. Living in the Americas. Living in the United States. Living in the Old World. Collier-Macmillan. 1961-62. 22s. 6d.-40s.

These books have been designed for use in American Primary and Junior High Schools. Though unsuitable for adoption for class use in Great Britain, they provide a wealth of historical and geographical information about the United States and the rest of the world. **M.F.R.**

Men and Women at Work. The Story of Gold. Rubber and Its Many Uses. Oil. The Story of Transport. Cocoa and Chocolate. Ropes and Rope-making. The Making of a Book. Leather. O.U.P. (See p. 231.)

Men at Work. ROBINSON, M. Ships (see p. 287). HERDMAN, T. Coal (see pp. 269 and 280). ROBINSON, A. Farms (see p. 279). RICHARDS, B. T. Houses. BRANIGAN, J. Textiles. Steel. Longmans.

The New Picture Geographies. I. People of the World (see p. 231). II. More Peoples and Other Lands (see p. 231). III. The World's Workers (see pp. 231 and 269). IV. The British Isles (see p. 235). Alternative to Book IV. The World and Ourselves (see p. 235). Johnston.

The New Primary Geography Series. GLOVER, A. H. T. AND YOUNG, I. V. Book 1. Looking Around. Book 2. Looking Further Ahead. Book 3. Understanding Britain. Book 4. Understanding the World. U.L.P. (See p. 227.)

The New World-Wide Geographies, First Series. STEMBRIDGE, J. H.

I. Seeing the World. II. Peoples and Homes of Other Lands. III. The World We Live In. IV. Exploring the British Isles. O.U.P.

These books constitute a revision of the well-known World-Wide Geographies, published in 1929. They provide a graded course for junior schools. (See p. 235.)

The 'Old Thatch' Series. BLYTON, ENID. Children of Other Lands (see p. 224). A Visit to the Zoo (see p. 237). Johnston.

Our Wonderful World. KIRTLLEY, MARJORIE E. I. Fruits of the Field and Forest. II. Workers of our Islands (see p. 241). III. The Discoverers of the World (see p. 261). IV. Eurasia, Australasia, Africa, The Americas. (2 parts. See pp. 296 and 304.) Warne.

These books are of absorbing further reading for pupils on regions taken in class. There are maps to show location, things to do and many photographs.

People of Britain. 1. A Fishing Village on the Clyde; 2. Grimsby Trawlers; 3. A Sheep Farm in North Wales; 4. A Dairy Farm in Somerset; 5. The Market Town of Norwich (*in preparation*); 6. Fruit and Hop Growing in Kent; 7. A Textile Town in the West Riding; 8. Coventry—The City of Cars; 9. The Port of London; 10. A Tyneside Shipyard; 11. A Mining Village in South Wales (*in preparation*); 12. An Iron Quarry in Northamptonshire (*in preparation*). O.U.P. Each booklet 32 pp, limp covers 2s. 3d. each.

The books are illustrated with a number of line drawings. They should be useful for individual and project work in a Junior School. C.E.F.

People of the World. SERIES 1: Fur Hunting and Fur Farming; Lumbering in Canada; An Australian Cattle Station; A New Zealand Sheep Station; Fruit and Wine Farming in South Africa; A Tea Plantation in Ceylon.

SERIES 2: A Visit to Zululand; The Bushmen of South Africa; Australian Aborigines; The Maoris of New Zealand; An Indian Village in the Deccan; The Sherpas of Nepal.

SERIES 3: Farming on the Canadian Prairies; The Cattle People of Nigeria; The Masai of East Africa; The Coconut Lands of South India; The Hill People of North-East India; A Sugar Plantation in Jamaica.

SERIES 4: A Japanese Village; A Rubber Plantation in Malaya; A Banana Plantation in Guatemala; A Coffee Plantation in Brazil; People of the Desert (*in preparation*); A Village on the Yangtze (*in preparation*).

Series volumes, boards, each 10s. 6d. Booklets, each 32 pp. limp covers 2s. 3d. each. 1958-63. O.U.P.

Individual titles (e.g. A Coffee Plantation in Brazil) are part of a regional grouping (e.g. Africa, Australia, etc.). Useful for individual or group work in the Junior School. C.E.F.

People's Jobs. The Deep-Sea Fisherman (see pp. 293 and 353); The Farmer (see pp. 279 and 353); The Polar Explorer (see p. 333); The Coal Miner; The Airline Crew; The Policeman; The Postman; The Engine Driver; The Fireman; The Ship's Crew. E.S.A.

Photographic Geography. MURRAY, A. Books I and II (see p. 232). Books III and IV (see p. 263). Collins.

Pilgrim Way Geographies. HICKMAN, G. M. AND MAYO, R. E. 1. Adventures begin at Home. 2. Adventuring Abroad (see p. 229). 3. Adventures in Living. 4. Adventures in Industry (*both in Preparation*). Blackie.

Pleasant Paths to Geography. SPINK, H. M., AND BRADY, R. P. I. The World We Live In. II. All People our Neighbours. III. Working to Live—at Home. IV. Working to Live—Abroad. Schofield and Sims. (See pp. 234–235).

Queensway Junior Geography. BARKER, ERIC J. I. About Animals. II. About Shops. III. About Britain. IV. About the World. (See p. 223.) Evans

There are colourful illustrations on every page and a number of maps in each book.

Question Time Series. PHILLIPS, E. Coconut. Treacle. Sponge and Soap. Coal and Gas. Pepper, Salt and Mustard. Box of Matches. Cotton Frock. Cup of Cocoa. Woollen Jumper. Bottle of Milk. Glass. Loaf of Bread. The Postman. The Policeman. The Fireman. The Hospital Nurse. Rates and Taxes. Heating and Lighting. Newspapers. Telephone. A Banana. A Pair of Shoes. Butter and Margarine. A Sheet of Paper. A Cup of Tea. Sugar. Macmillan. 16 pp. 10d. each.

Everyday information is given in the form of simple stories illustrated in colour. These little pamphlets will be very useful as a basis of lessons with lower juniors, providing those extra details which the first year of geography requires.

Real Life Geographies. HAWKES, L. R. Strange People. Strange Places. (See pp. 229 and 259.) Strange Things. Strange Jobs. Wheaton. Limp 6s. or 6s. 6d.; boards 7s. or 7s. 6d.

Rivers of the World. O.U.P. 32 pp. each booklet, limp covers 2s. 3d. each; series volumes boards 10s. 6d. 1962–63.

This is said to be a companion series to Peoples of the World. The eighteen books are grouped into three series, the last dealing with European rivers. C.E.F.

Round the Globe Stories. Warne. 64 pp. 1948. 1s. 6d. (See p. 246.)

Round the World. Various authors. Oliver and Boyd. 18 pp. 1962-63. 3s. 6d. each.

A series of stories about a child and an animal, each set in a foreign country. There is some background information about the various countries in each story, plus a list of facts on the end paper which are much more advanced than the story. There are coloured drawings on each page. M.M.H.

RUTLEY, C. B. *Wild Life in Canada.* *Wild Life in the Ice and Snow.* *Wild Life in the Jungle.* *Wild Life in the Bush and Jungle.* Macmillan. (See p. 244.)

Six Little Plays. 1. *The Crocodile Trap.* 2. *The Walrus Hunt.* 3. *The Strange Arab.* 4. *Two Miles High.* 5. *The Riddle of the Nile.* 6. *The Elephant in the Sky.* Ginn. (See p. 240.)

Starting Science. 1. *Ships and the Sea* (see p. 237). 2. *Watching the Weather* (see p. 238). Chambers.

Stories of Industry. MCNICOL, H. *Coal.* *Paper.* *Iron and Steel.* *Petroleum.* *Rubber.* *Coffee and Tea.* *Sugar and Cocoa.* *Glass.* *Pottery.* Warne. 64 pp. each. 1948-50. 1s. 3d. each. (See pp. 242 and 355.)

Studies in Geography. I. *Weather, Work and Wonderlands* (see p. 229). II. *Places, Pioneers and Peoples* (see p. 225). III. *Pictorial Scotland* (see p. 233). Robert Gibson.

Study Books Series. MITCHELL, RAY (Ed.) *Time and Clocks* (see p. 232). *Coal* (see p. 223). *Farming* (see p. 235). *Lamps and Candles,* *Water Supply, Power, Maps, Paper, Roads, Telegraphs, Weather,* *Radio, Ships, Houses, Foods, The Land, Oil, Printing, Gas, Canals.* John Lane The Bodley Head. 48 pp. each, 1959. 9s. 6d. each.

Each book in this series sets out the subject matter concisely with clearly printed text and coloured illustrations on every page. Development through the centuries is shown.

SYME, R. *The Story of New Zealand.* Book I. *We Dip into the Past.* Book II. *Life in New Zealand Today.* Book III. *A Tour of New Zealand.* Pitman, 40 pp. each. 1954. Paper 2s. 6d. Limp 3s. 3d.

The three books together give a useful picture of New Zealand. The material is up to date and the approach is practical and realistic. Each is illustrated by one frontispiece map and black-and-white photographs. (See p. 355.)

The Twins Series. *The Eskimo Twins.* *The Irish Twins.* *The Scotch Twins.* *The Dutch Twins.* *The Chinese Twins.* *The Norwegian Twins.* *The Swiss Twins.* *The Indian Twins.* *The French Twins.* *The Belgian*

Twins. The Filipino Twins. The Italian Twins. The Spanish Twins. The Japanese Twins. The Mexican Twins. (See p. 242.) The South African Twins. The New Zealand Twins. (See p. 243.) The Twins of India. The Pakistani Twins. (See p. 245.) The Russian Twins. The Twins of Lapland. The Israeli Twins. The Turkish Twins. The Twins of Ceylon. The Canadian Twins. (See pp. 238, 241, 246, 247.) Cape. 10s. 6d. each.

These descriptions of everyday life in different countries are sympathetically and interestingly written and are admirable library books for the primary school. Illustrated.

Understanding the Modern World. MORRIS, R. W. Allen and Unwin. (See pp. 270 and 356.)

Vivid Geographies. CLARK, V. (Ed. H. M. Spink). I. At Home in Twenty-four Lands. II. The Workaday World. III. Travel by Land, Sea and Air. IV. Our Islands and Ourselves. Wheaton. (See p. 225.)

The 'We Go' Series. 1. Belgium and Luxembourg. 2. Channel Islands (see p. 286). 3. Denmark. 5. Paris. 6. Rome. 7. Switzerland. 8. Wales (see p. 287). 9. Western France. 10. Ireland. 11. Scotland. 13. Southern France 14. Germany. 15. Greece. 16. West Country. 17. England. 18. Portugal. Harrap. 10s. 6d. each.

Lively and readable introductions to the life and work of the people of each country.

What Is It? Series. 8. What is a Solar System? 9. What is Weather? 10. What is Rock? 13. What is a Season? 14. What is Water? 16. What is Air? Collins. 48 pp. each. 1963. 6s. each.

An attractively produced series of sixteen books suitable for the primary school library. Illustrations on every page. The titles selected above are those of particular interest to geographical studies. K.H.N.

Wonders of the Modern World. 1. Building Big Things, NEURATH, M. 2. Flying the Atlantic, REISS, M. 3. Railways Under London, NEURATH, M. Max Parrish Colour Books. 36, 36 and 32 pp. Standard edition 7s., library edition 8s. 6d.

These books, designed by the Isotype Institute, are selected from a series covering a wide range of titles. The clear and self-explanatory diagrammatic pictures in conjunction with the text make the books useful for individual work by upper junior pupils. J.F.H.

The Wonder World of Nature. NEURATH, M. 1. The Wonder World of Animal Travellers. 2. The Wonder World of Land and Water. 3. The Wonder World of Snow and Ice. 4. The Wonder World of the Jungle. 5. The Wonder World of the Desert. 6. About The Earth.

Max Parrish Colour Books. 36 pp. each. 1959-63. Standard edition 7s., library edition 8s. 6d.

See review for series *Wonders of the Modern World*, above.

The Young Discoverers. FIELD, E.E. Book I. 112 pp. 5s. 6d. 1960, Book II. 120 pp. 5s. 6d. 1962. Book III. 136 pp. 5s. 6d. 1958. Book IV. 152 pp. 5s. 6d. 1957. Cassell.

This is a graded series written by a sound geographer who has incorporated the principles of geography and its subject matter in such a way as to satisfy the needs of the successive age-ranges of the junior school.

Your World. Book I. Yourselves and New Friends, DEMPSTER, J.J.B.; Book II. Your Town, DEMPSTER, J.J.B. Book III. Your Homeland; Book IV. Going Abroad. Odhams Press. (See p. 225.)

SECTION VII

BOOK LIST FOR THE SECONDARY STAGE

WORLD GEOGRAPHY

1. General World Geography

ANDERSON, KENNETH. *World-wide Choice: A Survey of Social Problems and Resources of Food, Transport, Power and Raw Materials in the Modern World*. Harrap. 112 pp. 1962. 10s. 6d.

This little book is stimulating reading for top juniors or younger secondary school children. It is suitable for independent study or as a basis for classroom discussion. Questions on each chapter are given at the end of the book. Most of the choices dealt with relate to life in Britain. E.R.G.

At Home and Abroad. Geography for Today, Book I. Longmans. (See pp. 272 and 346.)

BOYD, A. *An Atlas of World Affairs*. Methuen. 160 pp. 1962. 7s. 6d.

As a supplement to a normal atlas, this booklet in the Horrabin tradition should be on the library shelves of all schools. This edition revised in 1962 is itself inevitably already in need of a supplement. M.S.

BROOKS, L. AND COULTHARD, E. M. *The World. Fundamental Geography*, Book V. U.L.P. 479 pp. 1961. 12s. 6d.

A regional geography of the world tackled country by country. (See p. 346.) B.S.R.

BUDDEN, L. M. *The Groundwork of Geography. Pictorial and Practical Geographies*, Book I. Evans. 96 pp. 1953. 6s. 3d.

The study of the school and home locality is extended to the Thames and London and is followed by good descriptive studies of four contrasted homelands in Northern Labrador, a South Seas Island, Southern Arabia and Northern China. Weather and simple climatic principles are introduced and finally the simple effects of planetary movement and the place of our planet in the Universe are studied. The layout is very attractive and much encouragement is given to independent work. The book is illustrated and there are fourteen maps. (See p. 354.)

COYSH, A. W., AND HUNT, D. M. *The World. Exercises in Modern Geography*, Book I. University Tutorial Press. (See p. 325.)

DUCE, R. H. *A Simple World Survey and Africa. Home and Overseas Geography*, Book V. Pitman. 180 pp. 1958 (1st pub. 1935). 8s.

This Regional Series is intended to follow the Home and Overseas Geography First Series used in the primary school. Books V-VIII are recommended for

secondary modern forms. There are good photographs and some maps and diagrams. (See p. 348.)

DURY, G.H. *World Geography: Physical*. Nelson's Geography Texts, Book X. Nelson. 192 pp. 1958. 8s. 6d. (See p. 351.)

EAST, W.G. AND BARRETT, C.M. *Man's Environments*. Nelson's Geography Texts, Book I. 232 pp. 1960. 10s. 6d.

This book would be a suitable introduction to geography for secondary school pupils. The approach calls for some degree of maturity. Part I treats the globe, maps and some aspects of physical geography, Part II deals with selected English environments, and Part III with selected world environments. (See p. 351.) M.R.P.

EDEL, M. *The Story of People*. John Lane The Bodley Head. 160 pp. 1954 (Reprinted 1959). 12s. 6d.

An anthology for children. The idea of race is illustrated by descriptions of the Eskimos, the Desert Australians, the Indians of the Pacific Coast and by other groups. There are about forty black-and-white illustrations and two maps.

FISHER, J. *Adventure of the World*. 67 pp. 1954. 21s. *Adventure of the Sea*. 21s. *Adventure of the Air*. 70 pp. 1958. 21s. Rathbone Books.

Presented with modern pictorial techniques, the pictures are both exciting and of geographical interest. (See p. 337.)

FORSAITH, D.M. *Many People in Many Lands*. Fundamental Geography, Book I. U.L.P. 208 pp. 1958 (1st pub. 1951). 7s. 6d.

A first-year textbook drawing largely on sample studies from the homeland and abroad. It contains excellent maps, diagrams, sketches, and class exercises. (See p. 346.)

FRASER, RONALD. *Planet Earth*. Progress of Science Books. Phoenix. 72 pp. 1961. 9s. 6d.

Modern scientific data, simply and clearly written and vividly illustrated. K.M.M.

GADSBY, J. AND D. AND ASHBY, G.M. *Looking at the World Today*. Looking at Geography IV. Black. 112 pp. 1960. 6s. 6d. to 8s. according to binding. (See p. 226.)

HARDING, A.W. *Notes on Geography*. Blackwood. 20 pp. 1956 (1st pub. 1953). 1s. 6d.

The notes form a basis for revision and offer good advice and a scheme for assignments, and as such with all the necessary geographical material available in the classroom and library are most useful in building up the background needed in the General Certificate of Education at ordinary level. There are eight pages of maps.

HAWKES, L.R. *Strange Peoples*. Real Life Geographies. Wheaton. (See pp. 229 and 254.)

HAWKES, L.R. *Strange Places*. Real Life Geographies. Wheaton. (See pp. 229 and 254.)

HERBERTSON, A.J., AND F.D. *Man and his Work*. Black. 118 pp. 8th edition 1963 (1st pub. 1899). 12s. 6d.

A most interesting and useful account of life in the great natural regions of the world and of occupations, agriculture and industry.

HERDMAN, T. *Discovering Geography Abroad*. *Discovering Geography*, Book II. Longmans. 154 pp. 1958 (1st pub. 1938). 6s. 6d.

This book is especially suitable for use in the lower and middle forms of the secondary modern school. The main part of it is given to the study of the natural vegetation regions of the world, with chapters on industrial lands and world highways. The exercises are a notable feature, many of them being of a practical nature. (See p. 344.)

HERDMAN, T. *The World. Geography for Today*, Book V. Longmans. 562 pp. 1950 (reprinted 1962). 17s. 6d.

A brief introduction on the scope and purpose of geographical studies is followed by a comprehensive survey of world geography. Care has been taken to allocate space in proportion to the modern importance of the areas concerned. The pictures and maps are closely related to the text. This is a suitable world revision book for General Certificate candidates. (See p. 346.)

HOBBS, J.S. *Maps and Regions, An Introductory Course*. Vol. I. General School Geography Series. E.U.P. 143 pp. 2nd imp. 1961 (1st pub. 1958). 8s. 6d.

It is a concise book dealing with Ordnance Survey Maps and Atlas Maps, Weather and Climate, etc. Inevitably there is compression and selection. (See p. 346.)

HOBBS, J.S. *General World and Regional Geography*. A Revision Course. General School Geography Series. E.U.P. 286 pp. 3rd imp. 1961 (1st pub. 1956). 12s. 6d.

The book aims at revising map work, local geography, general world and regional geography, and it is essentially factual. There are exercises at the end of each chapter. (See p. 346.)

HOBBS, J.S. *General World Physical and Human Geography*. General School Geography Series. E.U.P. 200 pp. 3rd. imp. 1961 (1st pub. 1957). 9s. 6d.

This is a general world geography satisfactory in balance and scope. (See p. 346.)

HODGKISON, E.G., AND PREECE, D.M. *A First Course in Modern Geography*. University Tutorial Press. 274 pp. 1959 (1st pub. 1933). 7s. 9d.

A useful book for middle and lower forms of the secondary school, including introductory chapters on the main elements of physical geography, a more detailed section on the British Isles, and an introduction to world geography. This edition includes trade figures up to 1959 and is re-illustrated. (See below and p. 274.) J.F.H.

HODGKISON, E.G., AND PREECE, D.M. *The World: A Modern Geography*. University Tutorial Press. 181 pp. 1960 (1st pub. 1934). 6s.

A regional geography suitable for the middle and lower forms of secondary schools.

It expands the introductory section on World Geography in *A First Course in Modern Geography* by the same authors. This fourth edition has been revised and the new illustrations are well reproduced. (See above.) J.F.H.

HONEYBONE, R.C., AND LONG, M. *World Geography. Geography for Schools, Book 5.* Heinemann. 368 pp. 1962. 13s. 6d.

An interesting and informative book which covers geomorphology, climatic types with the associated human response, industries, communications and distribution of population. The inter-relation of the physical and human geography is stressed throughout, especially by the use of sample studies. There are excellent illustrations with associated maps and diagrams, and a series of well planned exercises closely inter-related with the text and the illustrations. Five Ordnance Survey extracts and 133 G.C.E. questions are included. (See p. 346.) R.A.

JAMES, P.E., AND DAVIS, N. *The Wide World. A Geography.* Collier-Macmillan. 536 pp. New edition 1962. 50s.

This is a geography of the world introduced from an historical point of view. The second part describes the world on the basis of culture areas. The third part deals with man's use of his knowledge in solving current world problems. Illustrated with photographs, maps, charts and tables. M.F.R.

KEELING, T.M., AND WALTERS, W.R.H. *Geography: Parts I and II.* Cassell. 7th edition revised by W. R. H. WALTERS. Part I: 235 pp. 1960. 10s. 6d. Part II. 274 pp. 1960. 10s. 6d.

A revised edition covering the requirements of the General Certificate of Education examination. Part I describes and explains the broad outlines of the mathematical, physical and economic geography of the world. Part II deals with regional geography, special emphasis being given to the British Isles.

KERRIDGE, D.M. *Concentric World Geography, Book IV.* (Ed. KILOH, R.C.) *Concentric World Geography.* Cassell. 179 pp. 1960. 7s. 6d.

This book follows the pattern set by earlier books in this series and like the others it should help overcome some of the difficulties of syllabus planning. The themes chosen cover transport and what are generally referred to as the tertiary industries. (See p. 344.)

KING, W.J. *Local Geography and the World. Life and Livelihood Geographies, IV.* Murray. About 192 pp. *In preparation.* (See p. 349.)

KIRTLEY, MARJORIE E. *The Discoverers of the World. Our Wonderful World, Book III.* Warne. 144 pp. 1950. 3s. 6d. (See pp. 253 and 353.)

LOWRY, J.H. *Regions of the World. Their Work and Wealth. A Course in World Geography, Book III.* Arnold. 253 pp. 1962. 11s.

The book is a systematic survey of agricultural, mineral and basic industrial production throughout the world. The production of items or groups of items is traced through different natural and human environments, and there is a final section on trade, transport and population. It is intended to follow books I and II, but also provides a background of general economic world geography for 'O' level purposes. The text is good and there is an excellent balance of good clear maps, diagrams, photographs and sketches. (See p. 344.) W.A.C.

MALKIN, H. *Basic Geography*. Wheaton. 159 pp. 1961. 11s.

A factual summary of world general geography based on natural regions. Some coloured but highly generalized diagrams. B.S.R.

MAXWELL, W. P., DAVIDSON, A. M. AND MITCHELL, J. (Comp.) *Junior World*. Johnston and Bacon. 176 pp. and 16 page atlas. 1962. 21s. (See p. 242.)

MIDGLEY, C. *The Crest of the Hill*. Golden Mean Geographies, Book I. Wheaton. 92 pp. 1952. 4s. 6d.

An introductory volume dealing with the foundations of world geography. The author's aim has been to provide an attractive book for children whose outlook is not particularly academic. It is well, indeed lavishly, illustrated and clearly printed. (See p. 348.)

MOODIE, A. E. *A First Look at the World*. Global Geographies. Philip. 224 pp. 1957. 9s. 6d.

The book is selective in context but covers all types of region and occupation. Obviously a book of this type cannot give a great deal of detail but it does include topics not always considered in textbooks (e.g. Plantation Agriculture in Tropical Lands, Peasant Farming in Central Europe). The geographical content is accurate. (See p. 347.)

MOORE, W. G. *Ice-Cap and Tundra*. New Visual Geography. Hutchinson. 60 pp. 1959. 6s. 6d.

The author is concerned not only with polar scenery and exploration but also with Eskimo life and the Lapps. The book contains twenty-eight full-page photographs. See p. 352.) R.A.

MOORE, W. G. *Iron and Steel Production*. New Visual Geography. Hutchinson. 60 pp. 1961. 6s. 6d.

The book includes the mining of iron ore and limestone, but most space is given to the processes of production. There are twenty-eight full-page photographs. (See p. 352.) R.A.

MOORE, W. G. *The Mining of Coal*. New Visual Geography. Hutchinson. 60 pp. 1960. 6s. 6d.

Deals with all aspects of coal mining, with the accent on modern mechanization. There are twenty-eight full-page photographs. (See p. 352.) R.A.

MOORE, W. G. *The Northern Forests*. New Visual Geography. Hutchinson. 76 pp. 1959. 6s. 6d.

Examples are given of the coniferous forests in different parts of the world. A good series of photographs covers the actual timber industry. (See p. 352.) R.A.

MOORE, W. G. *The Production of Oil*. New Visual Geography. Hutchinson. 60 pp. 1961. 6s. 6d.

The book illustrates the variety of countries in which oil is found, exploration for oil, drilling, and transportation. There are twenty-eight full-page photographs. (See p. 352.) R.A.

MOORE, W. G. *Rivers and their Work*. New Visual Geography. Hutchinson. 60 pp. 1961. 6s. 6d.

An excellent series of photographs showing the features associated with river action and their effect on man. The examples are taken from a wide variety of countries. (See p. 352) R.A.

MOORE, W.G. *The Temperate Grasslands*. New Visual Geography. Hutchinson. 60 pp. 1963. 6s. 6d.

One half of the book is concerned with the rearing of cattle and sheep in different parts of the world; the other half deals with crop production in the same regions. There are twenty-eight full-page photographs. (See p. 352.) R.A.

MORRIS, R.W. *People of the World*. 224 pp. 1960. 8s. 6d. *Farmers of the World*. 288 pp. 1963. 10s. 6d. Britain and Beyond, Books I and II. Blackie.

This new series will provide a four-year course based on concentric methods and should merit attention from schools where work is organized along topic lines. Book I studies rural life in selected British areas and then abroad by way of a topic chosen from physical or economic geography. Emphasis is admirably diagrammatic and pictorial while the treatment includes an introduction to map reading. Activities are suggested at the end of each chapter and the book ends with a brief study of town life. In Book II the main theme is agriculture and the geographical factors affecting it, again working from a British example to a linking farm abroad. The particular case is always chosen in the interest of conveying reality and graded work on O.S. maps is continued. There is the same attention to providing challenging text and adequate illustration. (See p. 343.) R.G.D.

MORRIS, W.F. *The Earth, Man's Heritage*. The Charter Geographies. Harrap. 240 pp. 1953. 8s. 6d.

The world considered as the home of man is treated under four main sections: land, sea and air; the cold lands; the hot lands; the middle lands. The book is fully illustrated with photographs, maps and diagrams. (See p. 343.)

MURRAY, A. *Photographic Geography*. Book III. 288 pp. 1952. 6s. 6d. *Out of Print*. Book IV. 320 pp. 1953. 7s. Collins.

Book III introduces the geography of countries of Europe, also studies of Japan, Australia, the Nile, and the cocoa farmers of Africa, and the book ends with a chapter on London. Railways, roads, weather, and maps are included. Book IV has first a series of chapters on mixed topics, then deals with the geography of the New World and the British Isles, ending with a treatment of railways. It is rather a mixed approach, but there are some good chapters. (See pp. 232, 254 and 354.)

PICKLES, T. *General World Geography*. Sketch-Map and Exercise Books, Book IV. Murray. (See p. 324.)

PICKLES, T. *A Revision Course in Geography*. Dent. 242 pp. 1962 (1st pub. 1931). 5s. 6d.

An essentially factual geography of the world treated on a regional basis. It could be used as a supplement to the normal type of textbook or as a teacher's reference.

PICKLES, T. *The World*. Dent. 448 pp. 1962 (1st pub. 1939). 11s.

This book has merit as a concise summary of world geography. It is lucidly written, with good sketch-maps, diagrams and twenty-four pages of photographs.

PICKLES, T. *The World at Work*. Murray. 96 pp. 1961. 9s. 6d.

The book is suitable for the weaker pupils in the secondary school. Each page has text and illustrations intermingled; there are numerous simple maps and drawings, and over fifty photographs. Most of the book deals with the British Isles and the economic needs of the British people. The industrial areas of Europe, North America and Russia are dealt with briefly. E.R.G.

POCOCK, G.N. *This is Where We Live*. Dent. (See p. 234.)

PREECE, D.M., AND WOOD, H.R.B. *Foundations of Geography*. Modern Geography, Book I. University Tutorial Press. (See p. 351.)

PRINGLE, PATRICK. *This is the World*. Harrap. 112 pp. 1962 (1st pub. 1960.) 12s. 6d.

A very brief summary of facts and figures relating to area, population, and trade accompanies a simple outline map of each country. There are 104 sketch-maps in two colours. E.R.G.

RAYNS, A.W. *Revision Course in World Geography*. Book I. Revision Course in World Geography Series. Bell. 70 pp. 1958. 6s.

This book deals with (1) Ordnance Survey maps, (2) The World, general principles, (3) Physical geography. It is a very condensed work, with a considerable amount of material set out in note form. As its title implies it is more suitable for revision work at the end of a course than for work during a course. (See p. 355.)

ROBINSON, E.O. *Outlines of General Geography*. Macmillan. 239 pp. 1951 8s. 6d.

The main features of physical geography, climate and the chief natural regions, are described, together with chapters on problems of civilization, mineral wealth, power and manufactures, and transport. The book has many maps, good diagrams and photographs, and the subject matter is up to date.

ROBINSON, E.O. *World Geography*. Macmillan. 543 pp. 1961. (1st pub. 1938.) 16s.

A physical and regional geography intended as a textbook covering the whole of a secondary school syllabus. As is almost inevitable in a book of this scope, and as is admitted in the preface, the purely factual information requires considerable amplification. In particular, the treatment of South America and the British Isles is good, and as a whole it is more up to date and comprehensive than most general geographies. It contains maps and diagrams but no illustrations. There are exercises taken from examination papers, and a bibliography is also given.

SCHROEDER, MARY. *Look at the Past*. Part I. Homes. Part II. Food. Part III. Clothes. Chatto and Windus. (See p. 234.)

SMITH, D. *The Enterprise Geographies*. Blackie. Book I: 176 pp. 1957 (1st pub. 1939). 7s. Book II: 192 pp. 1956 (1st pub. 1939). 7s. 3d. Book III: 208 pp. 1957. 9s. 9d.

Each book covers a one-year course divided into two half-year allotments. Book I

consists of an introduction to physical geography followed by a review of the major natural regions of the world as differentiated by the native plants and animals. The discussion of the earth as a planet is presented in a lively, well-considered manner, and the sequence of photographs of the midnight sun is particularly interesting. Book II deals with the natural regions considered as sources of supply for human needs, together with a study of the British Isles. Some of the reading is difficult for the less able but the material lends itself to the organization of group work and the subject is well adapted to the needs of the secondary modern school. Book III studies parts of the British Commonwealth and also North America.

SPINK, H. M. AND BRADY, R. P. *The Foundations. New Ventures in Geography.* Schofield and Sims. 200 pp. 1963 (1st pub. 1957). 8s. 9d.

This book provides a general survey of basic principles of geography with special emphasis on man's relationship to his physical environment. Illustrated. (See p. 352.)

STAMP, L. DUDLEY. *The World: A General Geography.* Longmans. 669 pp. 1959 (1st pub. 1929). 18s. 6d.

A standard work meriting inclusion in any library or collection of textbooks. The first part deals with general physical and world geography—the atmosphere, hydrosphere, lithosphere, major geographical regions and man on the earth. The second half deals with the continents of the world. The book has excellent sketch maps, well-chosen photographs and suitable exercises for children preparing for the General Certificate.

STEMBRIDGE, J. H. *Life and Work at Home and Overseas.* The New Oxford Geographies, Book I. O.U.P. 224 pp. 1941. 8s. 6d.

Although the first section deals only with the British Isles, the whole world is covered in the second part, through a study of the lives of people in typical environments. Interesting exercises appear at the end of chapters. (See p. 352.)

STEMBRIDGE, J. H. *The World.* O.U.P. 512 pp. 2nd edition, revised and reprinted 1962. (1st pub. 1939). 15s.

As is inevitable in any single volume textbook of the world, an enormous amount of work is covered in a comparatively short space. There are numerous maps, diagrams and pictures, as well as exercises and questions at the end of each chapter. The book is intended for General Certificate candidates (Ordinary Level).

SUGGATE, L. S. *World Geography: Human.* Nelson's Geography Texts, Book IX. Nelson. 336 pp. 1958. 13s. 6d. (See p. 352.)

TRIBE, D. H. *Concentric World Geography, Book I.* (Ed. KILOH, R. C.) *Concentric World Geography.* Cassell. 176 pp. 1960. 7s. 6d.

This book contains six themes or topics. In this book the topics are foods (wheat, meat, etc.). Each theme is made up of five chapters. The first is introductory, the following three deal with selected regions of Britain and the World that are important in relation to the particular theme. The fifth chapter in each theme deals with an aspect of physical or climatic geography. This book and the others in the series follow lines suggested by a report to the Geographical Association (1952) by Briault and Shave. (See p. 344.)

WALLACE, W. *Concentric World Geography*. Book III. (Ed. KILOH, R.C.) Concentric World Geography. Cassell. 164 pp. 1960. 7s. 6d.

This book follows the pattern set by earlier books in this series. The six themes selected cover the chief manufacturing industries. Like the others in this series, the book has approximately one illustration per page. (See p. 344.)

WARDEN, H.R. *Concentric World Geography*. Book II. (Ed. KILOH, R.C.) Concentric World Geography. Cassell. 168 pp. 1960. 7s. 6d.

This book, like Book I, deals with six topics or themes. Here the chosen topics are timber, minerals and hydroelectricity. The arrangement of chapters within each theme is the same as in Book I. (See p. 344.)

YOUNG, E. *At Work in Many Lands*. Kingsway Geography Readers. Evans. (See pp. 236, 251.)

YOUNG, E.W. *People Round the World*. A Course in World Geography, Book II. Arnold. 221 pp. 1961. 10s.

This book, intended for 2nd forms in secondary schools, follows Book I on Britain. It uses the same method of sample studies based on actual children and families in regional settings. The book gives an indication of the variety of environments in the world and of variety in both the nature and level of human response. The text is good and there is an excellent balance of maps, diagrams, photographs and sketches. (See p. 344.) W.A.C.

YOUNG, E.W. *The World. Physical and Human*. A Course in World Geography, Book V. Arnold. 96 pp. 1963. 6s. 6d.

This book is intended partly to revise the material of Books III and IV, and is deliberately geared to the requirements of the G.C.E. 'O' level examination. The best sections in the book are those on climate and natural vegetation, but there are chapters on mathematical geography, aspects of physical geography, oceanography and human geography. There is a good blend of clear maps and diagrams, together with significant photographs. (See p. 344.) W.A.C.

YOUNG, E.W. AND LOWRY, J.H. *A Course in World Geography*, Arnold. Book I. 192 pp. 1960. 8s. 6d.; Book II. 221 pp. 1961. 10s.; Book III. 253 pp. 1962. 11s.; Book IV. 288 pp. 1960. 12s.

Illustrated with photographs, maps and line diagrams. First of series, covering GCE 'O' Level.

YOUNG, E.W. AND MOSBY, J.E.G. *Our Changing World*. Our World, Book III. Arnold. 160 pp. 1951. 9s. 6d.

A survey of the regions of the world, outside Europe, which completes and revises the work of Book II in this series. Geographical concepts, especially of climate, are further developed, and emphasis is placed on the human aspects of geography, including reference to political problems. (See p. 353.)

YOUNG, E.W., AND MOSBY, J.E.G. *Our World and Ourselves*. Our World, Book IV. Arnold. 160 pp. 1952. 9s. 6d.

About one third of this general world revision book is devoted to Great Britain. Throughout the emphasis is on people and their work. In addition to numerous illustrations, it contains quizzes, suggestions for further study, and exercises based on simple statistics. The use of an atlas is encouraged. It will appeal to secondary modern classes, and as a textbook is especially suitable for B and C streams. (See p. 353.)

2. Economic World Geography

ABBOTT, R. *Man's Work and Needs*. Fundamental Geography Book IV. U.L.P. 296 pp. 1959 9s. 6d.

World economic geography. (See p. 346.) B.S.R.

ALNWICK, H. (New edition revised by REES, H.) *A Geography of Commodities*. Harrap. 197 pp. 1962 (1st pub. 1934). 15s.

This is a sound treatment of the elementary economic geography of commodities. The new edition has chapters on hydroelectric power and atomic energy. New statistical tables and maps are given and there is an index.

BLOCK, IRVIN. *Strange Peoples*. Harrap. 158 pp. 1957. 5s.

This book provides a simplified introduction to some anthropological ideas illustrated by simple accounts of the lives of primitive or semi-primitive peoples: examples chosen from New Guinea, Western Canada, Dahomey, etc. It is suitable as background reading for first or second years. There are no maps or pictures. There is a list of eight source books.

BROOKER, R. W. *The World's Wealth*. The Charter Geographies.

Harrap. 236 pp. 1959 (1st pub. 1949). 8s. 6d.

Economic and commercial bias, but this is satisfactorily related to physical geography and to contemporary problems. The illustrations are chosen with a purpose, and the sketch maps and diagrams are simple and useful. This is a suitable textbook for all types of secondary school. (See p. 343.)

BUDDEN, L. M. *The British Isles and North America*. Pictorial and Practical Geographies. Book III. Evans. 112 pp. 1953. 7s. 6d.

Essential geographical relationships are well expressed and summarized in good sketch maps. At the same time attention is drawn to the importance of the study of detail in the proper use of the pictures selected. (See p. 354.)

CAIN, H. R. *Human and Economic Geography*. A Certificate Series.

Longmans. 376 pp. 1963. 12s.

After a brief chapter on primitive economies, the main sequence is of economic products, farming types, minerals and industry. Chapter 23 on latitude, longitude and time is hardly consonant with the remainder of the book or its title. The treatment of some subjects is unimaginative, e.g., the Norfolk rotation would be better demonstrated in relation to an actual farm than by the theoretical diagram used. There are numerous drawings and photographs of plants. The only exercises are examination questions at the end of the book. (See p. 343.) H.J.S.

CALDER, R., BENJAMIN, B., PASSMORE, R., PIRIE, N. AND CLARK, C. *Food Supplies and Population Growth*. (Pub. for Royal Statistical Society by Oliver and Boyd). 85 pp. 1963. 15s.

A collection of papers by eminent authors on population statistics and problems of world food supply. Valuable source of material on a current problem. M.M.H.

CANDY, R. J. *Things We All Know*, Books I, II, III and IV. *Things We All Know*. Macmillan. 32 pp. each. 1952-59. 1s. 9d. each.

Left-hand pages present a sequence of sketches, with match-stick figures representing human beings, of the process of gathering and manufacturing familiar household objects; the right-hand pages give a brief, simple commentary. Each pair of pages is entirely self-contained.

CANTOR, L.M. *Water and Man*. Reference Geographies, Book 1. Chatto and Windus. 64 pp. 1963. 7s. 6d.

Concentration upon one topic permits the inclusion of much detail to help in the understanding of irrigation both ancient and modern, and of hydro-electric power production. Photographs, diagrams and maps are plentiful and of a high standard. Line drawings to help in the elucidation of photographs of primitive irrigation devices are desirable, but this promises to be a most useful series of books for pupils up to G.C.E. Ordinary level. M.R.P.

CLARK, D. (Ed.) *In Search of Food*. Man's Achievement. Longmans. 122 pp. 1952 (1st pub. 1951). Paper, 4s. 6d.; cased 5s. 6d.

This story of man's quest for food deals with hunters, fishers, ranchers, tillers, the use of fire, how cooking began, meals and manners round the world. It is a useful small book for background reading. (See p. 350.)

COMPTON, H. *Chocolate and Cocoa*. How Things are Obtained. E.S.A. 63 pp. 1957. 7s. limp.

An elementary study of cocoa and its manufacture. There are good illustrations. (See p. 348.)

DAVIES, MAX. *Iron and Steel*. How Things are Obtained. E.S.A. 90 pp. 9s. 6d. boards or 7s. limp. (See p. 348.)

DEARDEN, J. *Iron and Steel Today*. The Pageant of Progress. O.U.P. 190 pp. 1956 revised ed. 15s.

A straightforward and interesting account of the principal processes in iron and steel production. The illustrations and diagrams are good and many details are given here which are rarely found in a geography textbook. Various iron and steel plants are named, and the book will be most valuable for a 'sample' study. It is certainly a useful reference volume.

FARRELL, MARGARET. *Plastics*. How Things are Obtained. E.S.A. 9s. 6d. boards or 7s. limp. (See p. 348.)

FOX, F. L. AND FAIRS, G. H. *A Rational Economic Geography*. Cassell. 330 pp. 8th edition 1963 (1st pub. 1937). 10s. 6d.

A factual book, illustrated by simple, clear sketch-maps, dealing with World Economic Geography and designed for pupils preparing for examinations such as those of the Royal Society of Arts. Facts have been revised in this edition and statistics brought up to date. K.H.N.

GARLAND, ROSEMARY. *Glass*. How Things are Obtained. E.S.A. 90 pp. 9s. 6d. boards or 7s. limp. (See p. 348.)

HARDINGHAM, B. G. *The Life of Man*. The Citizen Geographies, Book II. Nelson. 296 pp. 1951 (1st pub. 1942). 7s. 6d.

A world geography written on an economic plan. After discussing the interdependence of all parts of the modern world, the author deals with foodstuffs, clothing, building materials, minerals, transport and power. There are a large number of pictures, maps and diagrams, and exercises on each chapter. This is a useful textbook for classes working on the geography of products.

HARRISON, G. *The Story of Oil*. Pitman. 88 pp. 1955. 7s. 6d.

A clear summary of the principal considerations needed for a simple study of petroleum. The book is illustrated with photographs and line drawings and diagrams and has a short glossary at the end.

HERDMAN, T. *Coal*. Men at Work. Longmans. (See pp. 280 and 351.)

JAY, B.A. *Timber*. How Things are Obtained. E.S.A. 1960. 9s. 6d. boards, 7s. limp. (See p. 348.)

JONES, T. *Tea*. How Things are Obtained. E.S.A. 89 pp. Reprint 1961 (1952). 9s. 6d. boards, 7s. limp.

After a short history of tea-drinking, the author describes how and where tea plants are grown, the methods of processing the tea, its distribution, and the life and work of people in the tea industry. (See p. 348.)

KELLY, ALISON. *Pottery*. How Things are Obtained. E.S.A. 9s. 6d. boards, 7s. limp. (See p. 348.)

LE ROI, DAVID. *How we get and use oil*. How? Series. Routledge and Kegan Paul. 171 pp. 1962. 12s. 6d.

A comprehensive account of the story of oil from its formation in the earth to its uses in the modern world, with twenty-five illustrations. The inclusion of technical and scientific detail adds fascination to an already interesting description. D.H.

LOWRY, J.H. *Regions of the World. Their Work and Wealth*. A Course in World Geography. Book III. Arnold. (See p. 261.)

MCNICOL, H. *Coal. Paper. Iron and Steel. Petroleum. Rubber. Coffee and Tea. Sugar and Cocoa. Glass. Pottery*. Stories of Industry. Warne. 64 pp. 1948-50. 1s. 3d. each. (See pp. 242, 255 and 355.)

MIDGLEY, C. *The New Aspect Geography: Commodities*. Wheaton. 271 pp. revised edition 1963. 8s. 9d.

This book is suitable for a commercial course for children aged thirteen to fifteen years. Black-and-white full-page maps, in the nature of sketch-maps, are surrounded by illustrative drawings of the commodities mapped.

MIDGLEY, C. *The Seven Seas*. Golden Mean Geographies, Book VIII. Wheaton. 96 pp. 1953 (1st pub. 1952). 4s. 6d.

This study of world geography is designed to show Britain's economic position, her sources of supply for essential commodities and overseas trade. An attempt is made to attract children of thirteen years to read and study the economic aspects of geography. (See p. 348.)

MIDGLEY, C. *The World's Workers*. New Picture Geographies, Book III. Johnston. (See pp. 231 and 252.)

MORRIS, R. W. *Your Food and Drink*. Understanding the Modern World. Allen and Unwin. 32 pp. 1949. School edition 4s. 6d., library edition 6s. 6d.

The principal foodstuffs, their sources, and how we receive our supply of them, are discussed in this lively, provocative book and illustrated with good pictures, diagrams and maps. Supplemented by additional material, this could serve as the basis of a project on food. A feature of the book is the inclusion of statistics and interpretation work. (See pp. 232 and 256.)

ORR, LORD BOYD. *Feast and Famine*. The Wonderful World of Food. Rathbone Books. 70 pp. 1957. 21s.

This book is an excellent production with much material of geographical interest. It has over 200 illustrations, most in colour.

PICKLES, T. *The Wealth of the World*. Dent. 352 pp. 1962 (1st pub. 1957). 9s. 6d.

This is an economic geography of the world following the most recent trends in geographical thought. Human activities in all their variety are described and related to geographical settings, and the contrast between developed and under-developed regions is emphasized. Recommended for supplementing courses in secondary schools and for technical and commercial courses; it would serve as a good introduction to work in applied geography. Very well illustrated with maps, diagrams and photographs. J.J.M.

POLKINGHORNE, R.K. AND M.I.R. *What the World Eats*. Evans. 79 pp. Revised edition 1962 (1st pub. 1941). 12s. 6d.

The authors have collected together a wealth of really interesting detail about different foods, particularly with regard to production and distribution. Numerous black-and-white photographs of production processes are combined with sketches, world maps of distribution and charts. This book has a place in the secondary and top primary classes, offering a rich background to teaching along more strictly geographical lines.

RAYNER, P.R. *The Cultivators*. The Kingsway Social Geographies, Book III. Evans. 160 pp. 1949 (1st pub. 1936). 4s. 3d.

The author outlines the gradual progress of agriculture from its early stages to modern methods of today. There is a wealth of material, some of which is out of date. The exercises demand the use of wide reference material. They should be useful for map construction work, whereby much of the factual material of this subject can best be represented at this stage. (See p. 349.)

RAYNER, P.R. *The Herders*. The Kingsway Social Geographies, Book II. Evans. 128 pp. 1949 (1st pub. 1936). 3s. 9d.

The life of primitive herdsmen in various parts of the world is contrasted with modern methods of herding and stock rearing developed by the white man. The comparative exercises provide good revision material, and the book is amply illustrated. (See p. 349.)

RAYNER, P.R. *Hunters and Fishers*. The Kingsway Social Geographies, Book I. Evans. 128 pp. 1949 (1st pub. 1936). 3s. 9d.

A useful source of material for the development of topics and as a basis for learning of man's activities in relation to the local conditions and world position. The

book is divided into two parts, in which primitive hunters and fishers are contrasted with modern methods. It is well illustrated with pictures, maps and diagrams, and contains exercises suitably varied in character. (See p. 349.)

RAYNER, P.R. *Miners and Manufacturers*. The Kingsway Social Geographies, Book IV. Evans. 144 pp. 1949 (1st pub. 1936). 4s. 3d.

The growth of industries and the development of modern methods of mining are fully explained in an interesting descriptive manner. Provided that due attention is paid to the practical work suggested, the important geographical relationships can be traced. Exercises make a feature of the use of further reference material, and suggestions for the construction of sketch maps foster the use of the atlas. Inevitably, the figures need revision. (See p. 349.)

RIMINGTON, JOHN. *Bread*. How Things are Obtained. E.S.A. 90 pp. 9s. 6d. boards, 7s. limp. (See p. 348.)

STAMP, L. DUDLEY. *A Commercial Geography*. Longmans. 453 pp. 1959 (1st pub. 1936). 21s.

A masterly condensation of *An Intermediate Commercial Geography*, made for the Institute of Bankers and other professional examinations, with selected illustrations from the larger book and exercises from former examination questions.

STAMP, L. DUDLEY, AND WORKMAN, B.A. *Industry*. Discovering Geography, Book IV. Longmans. 122 pp. 1955 (1st pub. 1940). 6s. 6d.

Industries are grouped according to the raw material upon which they depend. There are useful sections on transport and international trade and industry, but parts of the book tend to be somewhat generalized. There are many exercises and good illustrations. (See p. 344.)

STAMP, L. DUDLEY, AND WORKMAN, B.A. *Our Food*. Discovering Geography, Book III. Longmans. 120 pp. 1954 (1st pub. 1940). 6s. 6d.

The origin and nature of the chief foods eaten in Britain are discussed. Five chapters deal with vegetables, grouped according to the type of climate in which they are produced, followed by sections on food from animals, types of farming in the world, and food from fish. This is a useful text for beginning study of the subject, but some additional material is necessary for a satisfactory understanding of some topics. (See p. 344.)

STEMBRIDGE, J.H. *World at Work: An Economic Geography*. The New World-Wide Geographies, Second Series, Book IV. O.U.P. 320 pp. 12s. 6d. 1953 (See p. 352.)

THOMAS, HELEN. *Using the World's Wealth*. Ginn. 192 pp. 1955. 16s. A study in human geography describing man's use of the world's natural resources. It is written in vivid terms and has a large number of maps, pictures and illustrations, all well reproduced.

TIFFEN, MARY. *Rubber*. How Things are Obtained. E.S.A. 9s. 6d. boards, 7s. limp. (See p. 348.)

WELLS, P. A. *Wool. How Things are Obtained.* E.S.A. 121 pp. Reprint 1961 (1951). 9s. 6d. Boards, 7s. limp.

A comprehensive study including the chief facts in the history, production and manufacturing processes of wool. It is well illustrated. (See p. 348.)

WHYBROW, S. J. B. *Human and Economic Geography.* Geography Note-Books, Book IX. Dent. 1959. 2s. 6d. (See p. 347.)

YOUNG, E. W. *People Round the World. A Course in World Geography,* Book II. Arnold. (See p. 266.)

YOUNG, E. W., AND MOSBY, J. E. G. *Our Neighbours Overseas. Our World,* Book II. Arnold. 160 pp. 1950. 10s. 6d.

Under the theme of Britain's dependence on overseas trade, a knowledge of the world as a globe and of types of climate is built up by a series of voyages along trade routes and on a tramp steamer. Most of the important raw materials and foodstuffs are introduced. The book is profusely illustrated and sufficiently attractive to the more backward pupils to provide an incentive to learning to read. (See p. 353.)

THE BRITISH ISLES

1. General Textbooks

AICKMAN, R. *The Story of our Inland Waterways.* Pitman. 92 pp. 1955. 8s. 6d.

A useful, condensed account of the development and subsequent decline of England's inland waterways. Much local detail suggests that the book might be useful in areas adjacent to canals in connexion with field-study. It is illustrated with black-and-white photographs and contains a short bibliography of further reading at the end.

At Home and Abroad. Geography for Today, Book I. Longmans. 242 pp. 1960, reprint of 1951 (1st pub. 1937). 10s. 6d.

The three main sections of the book deal with life and work in selected regions of the British Isles, the chief natural vegetation regions of the world, and discovering the great lands. It is abundantly and well illustrated, and has numerous exercises. (See p. 346.)

BOWLING, H. G. COOMBES, L. C. AND WALKER, R. *The Land of the Three Rivers.* Macmillan. 320 pp. 1958. 9s.

An interesting source of background information. The book describes the development of Northumberland, Durham and North Yorkshire from Roman times to the present day. There are sixty-eight photographs and thirty other illustrations, and twenty-three maps. M.F.R.

BROCKLEBANK, R. S. C. *Modern Britain.* Johnston. 254 pp. 1962 (1st pub. 1939). 9s. 6d.

A concentrated yet comprehensive summary of the chief geographical facts about the British Isles which could obviate much note-taking by pupils preparing for the

General Certificate examination. Both maps and photographs suffer from their small size, but there are some useful geological sections.

BROOKER, R. W. *The Homeland: Great Britain and Ireland*. The Charter Geographies. Harrap. 318 pp. 1962 (1st pub. 1950). 10s. 6d.

A regional approach is based upon a threefold division of the British Isles into highlands, uplands and lowlands. In addition, there is a detailed discussion under the heading of industrial and commercial expansion of Britain's coalfields and associated industries. (See p. 343.)

CAIN, H. R. AND SMALL, R. J. *Great Britain and Ireland. A Certificate Series*. Longmans. 1963. 12s.

The first part of the book is a general survey of physical and economic geography, including a section on population growth and changes up to 1961. The second part of the book is a regional description on familiar lines. The book is accurate and up to date and formal. The only exercises are examination questions at the end of the book. (See p. 343.) H.J.S.

COYSH, A. W., AND HUNT, D. M. *The British Isles. Exercises in Modern Geography*, Book II. University Tutorial Press. (See p. 325.)

CUNDALL, L. *The British Isles. Modern School Visual Geographies*, Book II. Evans. 47 pp. 1951 (1st pub. 1950). Manila. 3s. 3d. limp linson 4s.

After an opening account of the position of the British Isles, the country is treated regionally. Use is made of excellent sketch-maps and black-and-white drawings to summarize as well as to present facts visually. The text facing the pages of drawings assumes an ability to read easily and the matter is graded in a literary sense as well as in the geographical. The facts are given in a logical way but in a flowing descriptive manner which appeals to the reader. (See p. 351.)

DOTT, G. *The Forth Valley. Rivers Series*. Chambers. 64 pp. 1954. 4s. 6d.

An introduction to the geography of the Forth Valley, designed to stimulate local studies in the Lowlands of Scotland. Contains many good photographs. (See p. 355.)

Europe and the British Isles. Geography for Today, Book IV. Longmans. (See pp. 289 and 346.)

FAIRGRIEVE, J., AND YOUNG, E. *The British Isles. Human Geographies*, Secondary Series, Book I. Philip. 256 pp. 1950 (1st pub. 1921). 6s.

This sound, informative book is the first volume in a three-year regional course leading up to the standard of the General Certificate, Ordinary Level. The British Isles are treated regionally, with special studies of ports, contour lines and ferry towns. Physical geography is skilfully blended with the regional approach. Exercises, good sketch-maps and an index are included. (See p. 348.)

FAIRGRIEVE, J., AND YOUNG, E. *The British Isles. Real Geography*, Book VI. 184 pp. 2nd edition 1956. 6s. 9d. Philip. (See p. 354.)

FERRIDAY, A. *A Regional Geography of the British Isles*. Macmillan. 361 pp. 1961 (1st pub. 1955). 14s.

A most clearly written and up-to-date survey of the British Isles, illustrated copiously with clear sketch maps.

FITCHETT, C. E. *The British Isles*. Global Geographies, VI. Philip. 428 pp. 1962 (1959) 13s. 6d. (See p. 347.)

HARDINGHAM, B. G. *The British Isles*. The Foundations of Geography, Book IVA. Nelson. (See pp. 228 and 250.)

HAWKES, L. R. *The British Isles*. The Panoramic Geographies. Unit 4. Wheaton. 159 pp. 1963. 8s. (See p. 353.)

HEPPEL, B. C. *Let's Look at England and Wales*. Let's Look. Chambers. 144 pp. 1960. 8s. 6d. Teacher's edition 9s. 6d.

Deals with England and Wales on a regional basis with simple direct facts based on selected photographs and sketch-maps. Information is up to date and human and economic geography are linked to appropriate physical aspects. There are exercises and an index. M.M.H.

HEPPEL, B. C. *Let's Look at the British Isles*. Let's Look. Chambers. 128 pp. 1960 (1st pub. 1956). Limp, 7s. boards 8s. Teacher's Book 140 pp. 1956. 8s.

A large number of clear, well-chosen photographs forms the basis for a thought-provoking text. The subject matter is selective and there is emphasis on the human side which is linked with physical data. There are many questions using the photographs and these lead to the questions using the accompanying statements. There are lists of 'things to do'.

HERDMAN, T., AND HURWORTH, A. *Europe and the British Isles*. Modern Geographies. Longmans. 239 pp. 1957. 8s. 3d.
It is a well-illustrated general geography. (See p. 351.)

HOBBS, J. S. *Europe and the British Isles*. General School Geography—Alternative Course. E.U.P. 194 pp. 1963. 9s. 6d.

Intended for the second or third year of a grammar school course. More detail of selected regions particularly in the British Isles. (See p. 346.) K.M.M.

HOBBS, J. S. *North America, Europe and the British Isles*. General School Geography Series. English Universities Press. 224 pp. 1960. 9s. 6d. (See p. 346.)

HODGKISON, E. G., AND PREECE, D. M. *The British Isles: A Modern Geography*. University Tutorial Press. 200 pp. 1959 (1st pub. 1934). 6s. 6d.

This volume for middle and lower forms in secondary schools expands the section on the British Isles in *A First Course in Modern Geography* by the same authors. This well-known book has in its 3rd edition a new format including new and well reproduced illustrations. (See p. 260.) J.F.H.

HOLROYD, C.H. *Distributing the Gifts. The Nation's Livelihood.* Book III. Pitman. 143 pp. 1952 (1st pub. 1938). 6s.

A simple account of shops, markets and communications, illustrated with photographs. It is not directly geographical, but covers much ground connected with geography. (See p. 351.)

The Home Islands. Geography for Today, Book IA. Longmans. 186 pp. 1960, reprint of 1951 (1st pub. 1948). 9s.

The book seeks to establish elementary geographical ideas which can be extended and deepened later, and to provide a broad acquaintance with the geography of the Home Country. The first four chapters are concerned with physical geography, and are followed by chapters on man and his work, and finally a study of regions. There are many good illustrations, maps and exercises. (See p. 346.)

HONEYBONE, R.C., AND GOSS, M.G. *Britain and Overseas. Geography for Schools, Book I.* Heinemann. 204 pp. 1956. 8s. 6d.

A general geography based mainly on the British Isles but including sample material from representative areas of the world. Maps, photographs and diagrams are closely integrated into the text as are also the abundant questions and exercises. A somewhat unconventional textbook, noteworthy for the inclusion of five Ordnance Survey map extracts, and insistence upon the active co-operation of the pupil at all points. (See p. 346.)

JACKSON, J.G.C. *Geography.* Pitman. 236 pp. 1956. 12s. 6d.

A useful textbook, designed for the technical school. It gives a general survey of the world in which various geographical principles are introduced, and a second section of equal length devoted to a more detailed treatment of the British Isles. The ample use of good illustrations, maps, etc., together with an original approach through the vocational interest of the student, makes this a valuable book and one which could profitably be used with secondary modern and grammar streams. The illustrations and maps are very good.

JACKSON, NORA AND PENN, PHILIP. *The British Isles. Groundwork Geographies.* Philip. 238 pp. 1959. 8s. 6d. (See p. 348.)

KINNEAR, W. AND WRIGHT, G.C. *Our Scotland. A General and Regional Geography.* Nelson. 160 pp. 1956. 7s.

Four chapters are devoted to the influence of physical geography and climate on the distribution and occupations of the people, sixteen chapters cover the regional geography (two useful chapters on the Highlands). Good geographical ideas are conveyed in simple, clear text and the illustrations are usually good.

LOWRY, J.H. *The British Isles. A Course in World Geography.* Book IV. Arnold. 288 pp. 1960. 12s.

This is a good textbook, designed to meet the examination needs of 'O' level. The book includes three chapters on aspects of physical geography. The text is well organized, and includes very useful summaries in tabular form. There is an excellent blend of good, clear maps and diagrams together with significant photographs and sketches. (See p. 344.) W.A.C.

MIDGLEY, C. *This Land of Ours. Golden Mean Geographies, Book II.* Wheaton. 104 pp. 1952. 4s. 6d.

The author makes a regional approach to the British Isles through a study of the

major economic activities of the people. The book is well illustrated by clear, well-chosen pictures and good sketch-maps. Picture diagrams effectively present statistical material. (See p. 348.)

MONEY, D.C. *The British Isles. Studies and Exercises in Human Geography*, Book IV. University Tutorial Press. 1959. (See p. 355.)

MORRIS, J.A. *The British Isles. Nelson's Geography Texts*, Book VIII. Nelson. 288 pp. 1960. 12s. 6d.

A good regional study at fifth-form level. Generously illustrated: the photographs are clear and cleverly chosen. The inclusion of descriptions of typical farms enhances the value of the studies of agricultural regions. (See p. 351.) M.R.P.

MURRAY, A. *The British Isles. The Study Map Note Books*, Book I. Collins. 128 pp. 1961 (1st pub. 1957). 5s. 3d.

This book is arranged so that, when opened, a map (black and white) faces a page of text. The material is highly condensed. The book would seem to be of most value to teachers of border-line examination candidates. (See also p. 356.)

MURRAY, A. *The British Isles: Where, How and Why*. Collins. 80 pp. 1962 (1st pub. 1958). 7s.

This book contains sixty-five pages of maps, printed in full colour, illustrating aspects of the geography of the British Isles. The maps are clear and attractive. (See p. 356.)

PICKLES, T. *Britain and the Modern World. Modern School Geographies*. Dent. 256 pp. 1961 (1st pub. 1933). 6s.

Three sections deal with a regional survey of the British Isles, modes of life in the world of today, and how Britain is linked to the Commonwealth and the world. The book is abundantly illustrated and attractively written. The first section is obtainable in a separate volume entitled *Great Britain and Ireland* (see below). (Series: see p. 351.)

PICKLES, T. *The British Isles*. Dent. 256 pp. 1960 (1st pub. 1935). 5s. 9d.

Introductory chapters deal with the physical features and climate of the British Isles, which are then treated on regional lines. This is a suitable textbook for G.C.E. work, and includes very useful selections from examination papers.

PICKLES, T. *The British Isles. Sketch-Map and Exercise Books*, Book I. Murray. (See pp. 324 and 355.)

PICKLES, T. *Great Britain and Ireland. Modern School Geographies*. Dent. 160 pp. 1961 (1st pub. 1933). 5s.

A reprint of the first section of *Britain and the Modern World*. (See above and p. 351.)

PREECE, D.M., AND WOOD, H.R.B. *The British Isles. Modern Geography*, Book II. University Tutorial Press. (See p. 351.)

RAE, G. *An Atlas Notebook of Scotland*. U.L.P. 48 pp. 1960. 4s. 10d. A simple work book with useful exercises. B.S.R.

RAE, G. *A Junior Geography of Scotland*. Philip. 39 pp. 1961 (1957). 4s. 6d.

A useful book covering the geography of Scotland in fair detail. Very well illustrated, though pictures rather small. Things to do or find out are given at end of chapters.

RAE, G. AND BROWN, C. E. *A Geography of Scotland*. Bell. 228 pp. 1959. 12s. 6d. (See p. 291.)

RAYNS, A. W. *The British Isles*. Bell's Concise Geographies. 144 pp. 1962. 10s. 6d.

This volume is about the best in the series. (See p. 343.) A.M.C.

REES, HENRY. *British Ports and Shipping*. Harrap. 290 pp. 1958. 18s. Each of the chief British ports is dealt with, at first historically and then the type of shipping and trade is enumerated, sometimes relating to a specific day or period. The factors influencing site and function are only briefly referred to. Brief statistical tables follow each chapter. Only a few sites are shown by maps. A final chapter gives a summary of coastal and oil tanker traffic. (See p. 410.)

RICHARDS, D. J. P. *An Atlas Notebook of Wales*. U.L.P. 52 pp. 1959. 4s. 3d.

A map exercise book. A number of amendments have been made in this second edition. B.S.R.

RODGER, A. C. M. *The Trade of Britain*. Living in Geography, Book 4A. Johnston and Bacon. 64 pp. 1962. 7s. 6d.

This book provides the essential basis for a consideration of Britain's trade at a simple level. Exercises are interesting and thought-provoking. There are many illustrations in colour, half-tones and diagrams. (See p. 350.) I.V.Y.

SCOTT, W. F. *London and the Thames Valley*. Chambers. 112 pp. 1959. 7s. 6d.

A comprehensive and up-to-date account of the Thames Valley including places of historical interest, physical features, history, the port and markets and a good section on industries, power stations, oil refineries. The maps are variable.

M.M.H.

SHAVE, D. W. *North Atlantic Neighbours, Britain, Canada and U.S.A.* Life and Livelihood Geographies, Book I. Murray. 166 pp. 1958. 8s. 6d. limp, 10s. 6d. stiff covers.

This book is well written in a pleasing style with excellent selection of detail and a well-balanced treatment of both physical and human aspects. The approach is well suited to the needs of the secondary modern schools and the less able pupils of the secondary grammar. It covers the British Isles and North America. (See also p. 349.)

SILLEY, P. T. *The British Isles*. Secondary School Geographies. Schofield and Sims. 144 pp. 1962 (1st pub. 1952). 8s. 6d. Supplementary folio: 1s. 9d.

As a rapid introduction to the British Isles this book has merits. Regional diagrams and sketches illustrate salient points in the text and appropriate questions are suggested at the end. (See p. 355.)

SIMPSON, A.R.B. *The British Isles. A Geography of the World*. Bell. viii + 176 pp. 1961 (3rd edition revised). 7s.

Maps mostly clear. Illustrations could be more sharply defined. Population figures to 1951, economic figures to 1959. A useful book. (See p. 347.) A.M.C.

SPINK, H.M. AND BRADY, R.P. *Great Britain and Ireland. New Ventures in Geography*. Schofield and Sims. 288 pp. 1963 (1st pub. 1962). 10s. 6d.

Good, lively, up-to-date treatment, with interesting work suggestions. Many illustrations, maps and diagrams, which are aptly used to increase understanding as well as to aid memory. Suggestions for pupil and teacher to augment study. (See pp. 245 and 352.) E.G.A.

STAMP, L.DUDLEY, AND WORKMAN, B.A. *Our Food. Discovering Geography, Book III*. Longmans. (See pp. 271 and 345.)

STEMBRIDGE, J.H. *The British Isles. The New Oxford Geographies, Book IV, Part II*. O.U.P. 200 pp. 1951. 8s.

Five chapters deal with general geography of the British Isles, and the rest of the book is devoted to regional studies. There is a final chapter on trade, transport and population. (See p. 352.)

STEMBRIDGE, J.H. *Europe and the British Isles. The New World-Wide Geographies, Second Series, Book III*. O.U.P. 336 pp. 1951. 12s. 6d. (See pp. 292 and 352.)

STEMBRIDGE, J.H. *Life and Work at Home and Overseas. The New Oxford Geographies, Book I*. O.U.P. 1941. 8s. 6d (See pp. 265 and 352.)

STONE, I. *The Clyde Valley. Rivers Series*. Chambers. 96 pp. 1956. 6s. An introduction to the geography of the Clyde Valley, designed to stimulate interest in local studies in the area. The book is illustrated with good photographs and maps. (See p. 355.)

SYME, R. *The Story of Britain's Highways*. Pitman. 88 pp. 1952. 5s. (See p. 235.)

WHYBROW, S.J.B. *The British Isles*. Dent. 204 pp. 1960 (1st pub. 1944). 5s. 9d.

A general survey of physical features, climate, minerals and farming precedes the main, regional treatment of the British Isles. This is a sound textbook for secondary grammar schools, although the section on Ireland is not so detailed.

WHYBROW, S.J.B. *Great Britain and Ireland. Geography Notebooks, Book II*. Dent. (See p. 347.)

WRIGHT, J.M. *Looking at Scotland. Looking at Geography*, V. Black. 80 pp. 1960. 7s. 6d. (See pp. 236 and 251.)

YOUNG, E. *At Work in Britain. Kingsway Geography Readers*. Evans. (See pp. 236 and 251.)

YOUNG, E.W. *People in Britain*. A Course in World Geography, Book I. Arnold. 191 pp. 1960. 8s. 6d.

The book is intended for first-year secondary schools. The sample study method is used very effectively by taking actual children from different regions of Britain and examining their lives and the occupations of their parents in the light of the geographical character of the regions. Apart from regional geography, there is incidental valuable general treatment of industry, agriculture, trade, transport and aspects of physical geography. There is an excellent blend of clear maps, photographs and sketches. (See p. 344.) W.A.C.

YOUNG, E.W., AND MOSBY, J.E.G. *Our Town and Beyond*. Our World, Book I. Arnold. 160 pp. 1952 (1st pub. 1949). 9s. 6d.

Beginning with the home town and an introduction to maps, the scope of the book gradually widens from the primary occupations to a discussion of industries and trade in Britain. This book is strongly recommended for C streams in the secondary modern school, either as a textbook or for individual or group work. (See p. 353.)

YOUNG, E.W., AND MOSBY, J.E.G. *Our World and Ourselves*. Our World, Book IV. Arnold. (See pp. 266 and 353.)

2. British Isles: Farming

Association of Agriculture Farm Study Folders. (See p. 211.)

HOLT, ELLEN. *The Farmer*. People's Jobs. E.S.A. 90 pp. Reprint 1961 (1952). 9s. 6d. boards, 7s. limp.

A most useful sample study of a typical mixed farm located in Sussex. The yearly round of activities is described interestingly season by season and well illustrated with pictures and maps. Elementary facts about the agriculture of Great Britain are introduced. A useful farm calendar and bibliography are included. (See p. 353.)

REDMAYNE, P. *How Are We Fed?* Philip's Pictorial Booklets, No. 2. Philip. 31 pp. 1957. 3s.

This booklet exhibits the practical aspects of farming and is well illustrated by photographs and sketches. It describes the source of staple foods, yields of home-produced foods, composition and cost of average diet, etc. (See also p. 354.)

V.H.W.

ROBINSON, A. *Farms*. Men at Work. Longmans. 64 pp. 1953. 4s. 6d.; cased binding, 7s.

A useful book to help in the study of a topic of farming: an actual farm is taken as an example of mixed farming. (See pp. 252 and 351.)

STAPLEDON, SIR GEORGE. *Farm Crops in Britain*. A Puffin Picture Book. Penguin. 32 pp. 1955. 3s. 6d. (See p. 245.)

WATSON, SIR J.A. SCOTT. *The Farming Year*. Longmans. 144 pp. Revised edition. 1963 (1st pub. 1938). 7s. 6d.

An authoritative and simple description of the main types of British farming, which has deservedly become a classic. It is excellently illustrated, and has ten good exercises on each chapter.

Young Farmers' Club Booklets. Evans. 48 pp. 3s. each. 1. The Farm. 6. Grasslands. 12. Soil Fertility. 14. Arable Crops, 1. 15. Arable Crops, 2. 16. Sheep Farming. 20. Forestry. 21. Fruit Farming. 22. The Story of our Cattle. 34. Beef Cattle.

A great wealth of detail on each subject provides background study material for projects on farms and food and for general work on different aspects of agriculture in Britain. The matter is well arranged, with good illustrations.

3. British Isles: Mining and Industry

FINDLATER, H.M. *Hidden Treasure. The Nation's Livelihood, Book I.* Pitman. 123 pp. 1950 (1st pub. 1937). 6s.

The first eighty-five pages are concerned with farming and fishing, and the remainder with quarrying and mining. There are thirty-one photographs. This book might be used to supplement a geography course. (See p. 351.)

HERDMAN, T. *Coal. Men at Work.* Longmans. 64 pp. 1950. 4s. 6d. Cased binding, 7s.

A comprehensive survey of all aspects of the coal industry in Britain, abundantly illustrated with diagrams, pictures and isotype diagrams. It contains stimulating questions throughout the text. (See pp. 252, 269 and 351.)

HOLROYD, G.H. *In Workshop and Factory. The Nation's Livelihood, Book II.* Pitman. 160 pp. 1950 (1st pub. 1937). 6s.

A simple and interesting account of manufacturing processes in a number of industries, illustrated by thirty-one photographs and some diagrams. It forms a useful supplement to the industrial geography of Britain. (See p. 351.)

REDMAYNE, P. *How We Are Clothed.* Philip's Pictorial Booklets, No. 3. Philip. 24 pp. 1957. 3s.

A booklet emphasizing the technical side of the textile industry from raw material to processing. It is illustrated by photographs, maps and sketches. (See also p. 354.)

V.H.W.

4. British Isles: Settlement

ALLEN, AGNES. *The Story of the Village.* Faber. (See p. 237.)

ALLEN, AGNES. *The Story of Your Home.* Faber. (See p. 237.)

FEACHEM, R.W. *A Guide to prehistoric Scotland.* Batsford. 224 pp. 1963. 35s.

A fully annotated gazetteer to Scotland's early settlements, chambered tombs, Henge monuments, stones and cairns, cup-and-ring markings, homesteads, hill-forts and settlements, brochs, duns, crannogs, and Pictish symbol stones; the monuments listed in each section are arranged in alphabetical order by counties. There are fifty-two illustrations.

GROVE, JANE. *A Town*. How to Explore Series. E.S.A. 120 pp. Reprint 1961. 9s. 6d. boards, 7s. limp. (See p. 348.)

REDMAYNE, P. *How We House Ourselves*. Philip's Pictorial Booklets, No. 6. Philip. 24 pp. 1962. 3s.

An illustrated study of house types throughout the ages with special consideration of the present-day planning. (See also p. 354.) V.H.W.

SHILLITO, G. H. *A Village*. How to Explore Series. E.S.A. 116 pp. 1959. 9s. 6d. boards, 7s. limp. (See p. 348.)

5. British Isles: Local Studies

BERESFORD, M. W. *History on the Ground*. Lutterworth Press. 256 pp. 1962 (1st pub. 1957) 37s. 6d.

This book explores local history for its effects on the landscape. It discusses selected English boundaries, villages, market places, towns and parks. (See p. 385.)

BRACEY, H. E. *Village Survey*. The 'Get to Know' Series. Methuen. 48 pp. 1953. 3s.

This study is directed towards stimulating interest in geographical field work and for this deserves credit. After a 'first look round' the village, the author discusses houses, shops, the post office, the church, the school, and the villagers themselves. (See p. 347.)

Country Code. H.M.S.O. 20 pp. 1962. 6d.

This gives in a readable and vivid way the code of behaviour to be expected from visitors to the countryside. It is a useful guide to children on field excursions and school journeys.

CUNDALL, L. *The Home District*. Modern School Visual Geographies, Book I. Evans. 47 pp. 1950. Manila 3s. 3d., limp linson 4s.

Subjects dealt with in this book include the basic ideas needed for map-reading, climate, plant life, farming and land utilization, the village and the town, industry and transport. Black-and-white charts, diagrams and sketches present principles in an interesting and realistic manner. The notes 'For your Notebook' provide ample suggestions for independent work. The book is provocative to teacher and pupil, and should be regarded as an introduction rather than a final exposition. It would also be useful in the upper classes of the primary school. (See pp. 225 and 351.)

DEMPSTER, DOROTHY. *Docks and Harbours*. The 'Get to Know' Series. Methuen. 48 pp. 1951. 3s.

Many aspects of the subject are covered, including tides, buoys, channels, and the handling of cargo. As well as answering many of the queries raised by children, this book suggests questions to be introduced by the teacher. (See p. 347.)

EDWARDS, K. C. ASSISTED BY SWINNERTON, H. H. AND HALL, R. M. *The Peak District*. The New Naturalist Series, No. 44. Collins. (See pp. 413 and 472.)

EVANS, F., SEARSON, V.R., AND WILLIAMS, G.H. *Local Studies for Schools*. Philip. 128 pp. 1962 (1949) 6s. Teacher's Book: 160 pp. 6s. 3d.

Children are encouraged to inquire into every branch of civic life connected with towns and counties, and blank spaces are provided for maps, diagrams and written answers to the questions. The suggested studies on a variety of social and geographical topics are well chosen and very suitable for project work by older pupils in the secondary modern school.

FITTER, R.S.R. *London's Natural History*. The New Naturalist Series, No. 3. Collins. (See pp. 413 and 472.)

FRY, LEONORA. *Bridges*. The 'Get to Know' Series. Methuen. 48 pp. 1951. 3s.

Well-chosen examples and helpful illustrations counteract the wide, generalized scope of this book. It is a valuable aid to field study by the pupils, and provides teachers with a useful source of general knowledge to deal with children's questions. (See p. 347.)

FRY, LEONORA. *British Railways*. The 'Get to Know' Series. Methuen. 48 pp. 1950. 3s.

Taking a generalized approach to the subject, the author indicates the function and significance of lines, bridges, signals and similar features of railway organization. Though not in any sense pure geography, the general knowledge acquired from this book will be of value in field work. (See p. 347.)

FRY, LEONORA. *Post and Telegraph*. The 'Get to Know' Series. Methuen. 48 pp. 1953. 3s.

A detailed account of the post and telegraph services in relation to their historical background. This is a useful book for local study, and suitable questions are included. (See p. 347.)

HERDMAN, T. *Discovering Geography in Britain*. Discovering Geography, Book I. Longmans. 152 pp. 1956 (1st pub. 1938). 6s. 6d.

This is a thoroughly useful work which should stimulate young pupils to make their own observations out of doors. The first chapter encourages children to look about and explore their neighbourhood. The succeeding eight chapters describe life in different regions of Britain. The final section suggests chapters which the children can try to write themselves. Exercises are abundant. The illustrations are good, but not numerous. (See p. 345.)

HOSKINS, W.G. AND STAMP, L. DUDLEY. *The Common Lands of England and Wales*. The New Naturalist Series, No. 45. Collins. (See pp. 409 and 472.)

NUNNELEY, F.W. *A Port*. How to Explore Series. E.S.A. 96 pp. Reprint 1959 (1957). 9s. 6d. boards, 7s. limp

This book is suitable for projects work. It contains up-to-date photos and line illustrations. (See pp. 233 and 348.)

OSMOND, E. *A Valley Grows Up*. O.U.P. 82 pp. 1953. Reprints 1956 and 1959, 12s. 6d.

The story of the growth, historical and geographical, of an imaginary valley and its town. There are many large, coloured illustrations and some excellent sketches of the people and settlements of the various historical periods. Awarded Library Association Carnegie Medal, 1953.

POTTER, MARGARET AND ALEXANDER. *Houses. The Changing Shape of Things.* Murray. 48 pp. 1958. 15s.

This book provides much useful information in connexion with the study of house types in Great Britain. Excellent drawings of structures are included. (See p. 343.)

RICHARDSON, W.A. *Surveying for Schools and Scouts.* Philip. 110 pp. 1960 (1st pub. 1914). 6s.

A simple account, written to serve the needs of secondary school children, with many suggestions for practical experiment in the field.

THORNHILL, P. *Houses and Flats.* The 'Get to Know' Series. Methuen. 48 pp. 1953. 3s.

A useful stimulus to study of the locality. Built up as a series of questions, this book is applicable to any area under observation. (See p. 347.)

THORNHILL, P. *Inland Waterways.* The 'Get to Know' Series. Methuen. 48 pp. 1949. 3s.

This book is designed to stimulate interest in discovery through field work. It provides the background detail that teachers should know and children wish to know, with a useful map of inland waterways and some interesting diagrams. (See p. 347.)

THORNHILL, P. *The Parish Church.* The 'Get to Know' Series. Methuen. 48 pp. 1954 (1st pub. 1948). 3s.

A guide for use in the field intended to give impetus to field study by posing questions which may be answered in local studies and to train children in observation. It includes far more than geography, to which it leads. A useful book for teachers needing guidance in field questions. (See p. 347.)

THORNHILL, P. *Railways for Britain.* Methuen. 80 pp. 1954. 10s. 6d. This is a valuable source book, readable and with a wealth of sketches and diagrams.

THORNHILL, P. *Roads and Streets.* The 'Get to Know' Series. Methuen. 48 pp. 1951. 3s.

Although largely non-geographical, this book will provoke interest in the subject, stimulating observation, setting problems to be answered and giving both teacher and pupil useful, detailed information. (See p. 347.)

TOMALIN, M. *Shops and Markets.* The 'Get to Know' Series. Methuen. 48 pp. 1952. 3s.

Topics discussed in this book include the shop's rent, inside the shop, staff, hours, overpayment and weighing. (See p. 347.)

TOMALIN, M. *Water Supply.* The 'Get to Know' Series. Methuen. 48 pp. 1953. 3s.

A useful book for the secondary modern school. (See p. 347.)

WALSH, E. *Factories and Workshops*. The 'Get to Know' Series. Methuen. 48 pp. 1952. 3s.

A stimulating book for secondary modern school pupils. (See p. 347.)

6. British Isles: Descriptive Books

The British Heritage Series. The English Cottage: H. Batsford. British Hills and Mountains: J. H. B. Bell, E. F. Bozman, J. Fairfax-Blakeborough (popular ed. 6s. 6d.). Heart of England. Spirit of London. English Garden. English Church Design. English Church Craftsmanship. The Seas and Shores of England: E. Vale (popular ed. 6s. 6d.). Batsford. 15s. each.

These books cover many aspects of the scenery, crafts and customs of the British Isles, and provide useful background reading for geographical studies.

CASH, ALLAN, AND RAY, CYRIL. *The Pageant of London*. Heritage Colour Books. Batsford. 1958. 18s.

A successful collaboration between a topographical photographer and a brilliant writer sets the London scene. (See p. 285.)

The County Books. General Editor: B. VESEY-FITZGERALD. Bedfordshire: L. Meynell. Buckinghamshire: A. Uttley. Cambridgeshire and Huntingdonshire: E. A. R. Ennion. Durham (two vols.): Sir Timothy Eden. Essex: C. H. Warren. Hampshire and the Isle of Wight: B. Vesey-FitzGerald. Herefordshire: H. L. V. Fletcher. Hertfordshire: Sir William B. Thomas. Kent: R. Church. Lancashire: W. Greenwood. Leicestershire: Major Guy Paget and L. Irvine. London (six vols.)—The City: C. Golding. East London: R. Sinclair. The Northern Reaches: A. R. Colville. South London: H. Williams. West of the Bars: D. Newton. The Western Reaches: G. James. Middlesex: N. G. Brett-James. Monmouthshire: Olive Phillips. Norfolk: Doreen Wallace and R. P. Bagnall-Oakley. Northamptonshire: T. Ireson. Oxfordshire: Joanna Cannan. Shropshire: E. Vale. Somerset: M. L. Turner. Staffordshire: P. Drabble. Suffolk: W. Addison. Surrey: E. Parker. Sussex: Esther Meynell. Warwickshire: A. Burgess. Wiltshire: Edith Olivier. Worcestershire: L. T. C. Rolt. Yorkshire, East Riding: J. Fairfax-Blakeborough. Yorkshire, North Riding: O. Harland. Highlands of Scotland: S. Gordon. Lowlands of Scotland—Edinburgh and the South: M. Lindsay. Glasgow and the North: M. Lindsay. Ulster: H. Shearman. The Channel Islands: W. D. Hooke. Hale. 18s. and 21s. each.

A county-by-county survey of the British Isles. Each volume is written by an author familiar with the area he describes, and is well illustrated. The aim of the publishers

has been to cover all aspects of the life of each area and thus to build up a complete picture of Britain today. Although very largely non-geographical, these books are of value to the geographer as supplementary reading matter.

Devon and Cornwall in Colour. Heritage Colour Books. Batsford. 1957. 18s.

A really intimate picture of the two counties together with a fairly long text. (See below.)

EDWARDS, K. C. (Ed.). *British Landscapes Through Maps.* (See the Geographical Association, p. 206.)

The Face of Britain Series. Chiltern Country: H. J. Massingham (popular edn. 6s. 6d.). English Downland: H. J. Massingham (popular edition 6s. 6d.). The Face of Wales: T. Edwards. The Islands of England: J. H. Ingram (popular edition 6s. 6d.). The Lowlands of Scotland: G. Scott-Moncrieff. South-East England: R. Wyndham (popular edition 6s. 6d.). Wessex: R. Dutton (popular edition 6s. 6d.). Batsford 15s. each.

Each volume deals with a well-defined district and is written by a writer familiar with that area. About 100 photographs, endpaper maps and an index are included in each book.

GRIFFITH, WYN. *Wales in Colour.* Heritage Colour Books. Batsford. 1958. 18s.

A fully polychrome treatment of Wales, bringing out its colourful variety of scenery accompanied by a text written by a Welshman steeped in Welsh history. (See below.)

Heritage Colour Books. Devon and Cornwall in Colour (see p. 285). Ireland in Colour (see p. 286). Wales in Colour (see above). The Pageant of London (see p. 284). Cotswolds. E. Anglia. Shakespeare's Country. Villages. Stately Homes in Britain. Royal Homes. Old Inns. English Lakeland. English Heritage. English Country Houses. English Cathedrals. Batsford.

The Regional Books. General Editor: B. VESEY-FITZGERALD. Black Country: P. Drabble. Breckland: Olive Cook. Dartmoor: E. W. Martin. Exmoor: L. Meynell. Holiday Lancashire: S. Moorhouse. The Mendips: A. W. Coysh, E. J. Mason and V. Waite. Merthyr, Rhondda and 'The Valleys': A. T. Edwards. The Northern Marches: C. Hughes. Pembrokeshire: R. M. Lockley. Salisbury Plain: R. Whitlock. The Scilly Isles: C. C. Vyvyan. Solway Firth: B. Blake. The Southern Marches: H. J. Massingham. Torridon Highlands: Brenda G. Macrow. The Vale of Pewsey: H. W. Timperley. Weald of

Kent and Sussex: Sheila Kaye-Smith. The Wirral Peninsula: N. Ellison. Hale. 18s. and 21s. each.

This series is intended to be complementary to the *County Books*, each author dealing with a distinctive area of Britain irrespective of county boundaries. A very wide range of topics is discussed in order to provide a comprehensive picture of each region. The treatment of geographical aspects varies in extent, from volume to volume.

RODGERS, W. R. *Ireland in Colour*. Heritage Colour Books. Batsford. 1957. 18s.

An epitome in colour photographs of everything really Irish. Each illustration has long notes describing the scene today. (See p. 285.)

7. British Isles: Library Books

BARTON, NICHOLAS J. *The Lost Rivers of London*. Phoenix, 148 pp. 1962. 21s.

The geography of the rivers flowing beneath London and the part they have played in the history and development of the city. Illustrated with photos and folding maps. K.M.M.

CHAPMAN, D. H. *The Seasons and the Woodman*. C.U.P. (See p. 238.)

CROWE, S. *Tomorrow's Landscape*. Architectural Press. 207 pp. 1956. Reprinted 1963. 21s. Postage 1s. 2d.

The author shows how the growing density of population and the increasing scale of industrial enterprises is making its impact upon the countryside and proposing solutions based on multiple use of such land. The treatment is abstract, only loosely tied to specific areas. The illustrations are numerous but small.

DUNN, M. *We Go to the Channel Islands*. The 'We Go' Series. Harrap. 173 pp. 1954. 10s. 6d. (see p. 256)

A story of the travels of a boy and a girl in the Channel Islands.

FINLAY, I. *Young Traveller in Scotland*. The Young Traveller. Phoenix. (See p. 356.)

FOREMAN, J. B. (Ed.). *Scotland's Splendour*. Collins. 240 pp. 1960. 35s.

This is more than 'another book of photographs of Scotland' since it is arranged regionally, and although designed for the general reader, each section is written by an authority on the area and contains much up-to-date information of value to the geographer. There are eighty-seven colour photographs and 147 in black and white, all from the *Scottish Field* magazine, and nine maps. K.H.N.

HARSTON, K., AND DAVIS, E. *Your Local Buildings*. Understanding the Modern World Series. Allen and Unwin. 48 pp. 1962 (1st pub. 1950). School edition 4s. 6d., library edition 6s. 6d.

A handbook for local survey. A brief general history of houses, churches and public buildings, fully illustrated with drawings. There is one page of exercises at the end. (See p. 356.)

HERRING, MAISIE. *Young Traveller in Ireland*. The Young Traveller. Phoenix. (See p. 356.)

JOAD, C.E.M. (Ed.) Revised by WEBSTER SMITH, B. *The English Counties*. Odhams Press. 512 pp. 1957. 18s.

A well-produced, well-illustrated book in which the approach is historical as well as geographical. Contains much interesting detail.

LAWRENCE, R., AND TURNOR, R. *Surrey and Sussex*. Vision of England Regional Books. Elek. 271 pp. 1957. 21s.

This is a well-produced topographical book for the intelligent sightseer. (See below.)

MARTIN, E.W. 1. *The Book of the Country Town*. 2. *The Book of the Village*. Phoenix. 152 and 149 pp. 1962. 12s. 6d. each.

1. The growth of the country town and its markets, and how its affairs are run in modern times.
2. The story of the English village from early times to the present day. Both books are well illustrated. K.M.M.

OSMOND, L. *The Thames Flows Down*. O.U.P. 84 pp. 1957. 15s.

Quite an attractive and well-produced book, geographically accurate. It follows the Thames from source to mouth, and includes a number of panoramic maps of different stretches of the river. There are other good maps and illustrations.

RAYMOND, D. *We Go to Wales*. Harrap. 192 pp. 1954. 10s. 6d.

A story of the travels of a boy and a girl in Wales. The book provides a useful introduction to the people, their way of life, their buildings and their history. (See p. 256.)

ROBINSON, A. *Ships*. Men at Work. Longmans. 64 pp. 1957 (1st pub. 1954). 4s. 6d.; cased binding 7s.

A source book for the study of the topic of shipping. (See p. 351.)

TREASE, G. *Young Traveller in England and Wales*. The Young Traveller. Phoenix. 160 pp. 1953. 11s. 6d.

An interesting introduction, written in a lively manner, to such areas as the Fens, the Thames and a West Country village. (See p. 356.)

TRENT, C. *The Changing Face of England, the Story of the Landscape through the Ages*. Phoenix. 224 pp. 1956. 21s.

This book gives a historical approach to the cultural landscape. It is useful to open readers' eyes to the evolution of the present landscape. Illustrated with photographs and sketch maps.

TURNOR, R., AND GAYE, P.F. *South East England: Kent and Essex*. Vision of England Regional Books. Elek. 268 pp. 1956. 21s.

This is a well-produced topographical book for the intelligent sightseer. (See above.)

THE BRITISH COMMONWEALTH OF NATIONS

1. Textbooks

COYSH, A. W., AND HUNT, D. M. *The British Commonwealth of Nations.* Exercises in Modern Geography, Book X. University Tutorial Press. (See p. 325.)

CUNDALL, L. *The British Commonwealth.* Modern School Visual Geographies, Book IV. Evans. 47 pp. 1950. Manila. 3s. 3d., limp linson 4s.

The layout of this book, allowing one double page of text and illustrations of each topic, imposes a limitation on the treatment of this vast subject. Its use calls for more care in preparation, but the subject matter is well-related to the other books in the series. (See p. 351.)

DUCE, R. H. *The British Commonwealth.* Home and Overseas Geography, Book VIII. Pitman. 224 pp. 1948 (1st pub. 1935). 8s. (See p. 348.)

HERBERT, C. M. *Discovering Geography in New Zealand.* Discovering Geography, 5. Longmans. 120 pp. 1963. 6s. 6d.

A well illustrated and up-to-date account of New Zealand. Although the aim is a general study with which detailed farm and local studies can be linked, it is a pity, from the point of view of English schools, that no detailed local examples are included, except in the form of pictorial illustrations. (See p. 344.) H.J.S.

MOODY, S. S. (Ed.). *The West Indies.* Commonwealth Countries Series. Longmans. 96 pp. 1963. 7s.

The series embraces material on the history, geography and economics of the Commonwealth countries. The books are of general interest and possibly worthy of inclusion in the school library. H.J.S.

POLKINGHORNE, R. K. AND M. I. R. *Lands of the Commonwealth.* Harrap. 220 pp. 12s. 6d. 1963 (1st pub. 1950).

STAMP, L. DUDLEY. *The British Commonwealth.* Geography for Today. Longmans 296 pp. 1958 reprinted 1960 (1st pub. 1951). 12s. 6d.

The British Commonwealth is treated largely from the viewpoint of children living in the member countries. A full account of each country is given and the importance of each in the modern world is stressed. Four chapters of the book are devoted to the consideration of ocean areas. (See p. 346.)

2. Library Book

WALLACE, CARLTON (Ed.). *Pictorial Treasury II. The British Commonwealth.* Evans. 224 pp. 1957. 18s.

An encyclopaedic statement of facts and figures lavishly and well illustrated with some useful maps. The interrelations of the facts presented are not geographically developed but it is the kind of book which appeals to the younger adolescent and from which much useful information can be gained.

EUROPE

1. Textbooks

BARTHOLOMEW, K. AND MOODIE, A.E.F. *Europe and the Mediterranean Lands*. Global Geographies, Book V. Philip 424 pp. 1963. 13s. 6d. (See p. 347.)

BROOKER, R.W. *The Homelands of Western Europe*. The Charter Geographies. Harrap. 319 pp. 1960 (1st pub. 1958). 12s. 6d.

There is an introductory chapter on the whole area and each country is then dealt with separately. There are many simple sketch-maps and diagrams and small pictures and an index. (See p. 343.)

CLOWSER, C.E. AND COLENUTT, E.J. *Europe and the British Isles*. The General Certificate Geographies, Book 4. Blackie. 280 pp. 1961. 12s. 6d.

This is the first book to appear in a new series aimed at providing a complete course in schools preparing pupils for 'O' level examinations. The regional treatment follows established formal lines, embodying selection and approaches derived from the authors' teaching experience. Sketch-maps are clear and uncomplicated while the pictures are a useful supplement to the text and should invite exercises in interpretation. Book 5 in the series, *Physical and Human Geography*, published at the end of 1963, is 15s. Books 1, 2 and 3 are in preparation. R.G.D.

COLE, R. *Europe*. Nelson's Geography Texts, Book VII. Nelson. 336 pp. 1961. 12s. 6d.

A regional textbook designed to meet the requirements of the G.C.E. Syllabus. The geography of Europe is presented on strictly conventional lines and the style is simple and lucid. The content is suited to an A stream fourth form since it presupposes a good foundation of knowledge. Good use is made of photographs, some of which are annotated, and there are numerous sketch maps. (See p. 351.) M.R.P.

COYSH, A.W., AND HUNT, D.M. *Europe*. Exercises in Modern Geography, Book IV. University Tutorial Press. (See p. 325.)

ELKINS, T.H. *Germany*. Advanced Geography. Chatto and Windus. 272 pp. 1962. 12s. 6d.

A book of width rather than depth and very useful for an overall view. The historical aspect, in particular, throws light on the trend of modern development. The fifty-five maps and diagrams are well drawn, their purpose is clear and they are really informative. Each chapter concludes with suggestions for further reading. The geographical accuracy is very good and the statistics quoted are, as far as possible, up to date; 1960 in some cases. (See p. 342) M.F.O.

Europe and the British Isles. Geography for Today, Book IV. Longmans. 408 pp. 1959 (1st pub. 1939). 15s. Also available separately: Europe, 9s. 6d. The British Isles, 9s. 6d.

This is a new and up-to-date edition of a well-known textbook. It has a well-balanced text, excellent photographs, with useful notes and questions attached. It is well supplied with exercises. (See p. 346.)

FAIRGRIEVE, J., AND YOUNG, E. *Africa and Southern Europe*. Real Geography, Book III. Philip. (See p. 354.)

FAIRGRIEVE, J., AND YOUNG, E. *Europe*. Real Geography, Book V. Philip. 130 pp. (2nd edition). 1956. 6s. 3d. (See p. 354.)

HAWKES, L. R. *Europe and the U.S.S.R.* The Panoramic Geographies. Unit 3. Wheaton. 148 pp. 1963 (1st pub. 1959). 8s. (See p. 353.)

HERDMAN, T., AND HURWORTH, A. *Europe and the British Isles*. Modern Geographies. Longmans. 239 pp. 1957. (See p. 351.)

HOBBS, J. S. *Europe and the British Isles*. General School Geography. Alternative Course. E.U.P. (See p. 274.)

HOBBS, J. S. *North America, Europe and the British Isles*. General School Geography Series. English Universities Press. (See p. 274.)

JACKSON, NORA AND PENN, PHILIP. *Europe*. Groundwork Geographies. Philip. 208 pp. 1959. 8s. 6d. (See p. 348.)

MAY, S. *Europe*. Modern School Visual Geographies, Book V. Evans. 47 pp. 1951. Manila 3s. 3d., limp linson 4s.

A feature of this book is the treatment given to the economic utilization of resources in the different European countries. Agricultural work is associated with the climatic regions in a simple manner, and the independent work suggested in 'For Your Notebook' makes a point of bringing into combined use the atlas school library reference books, and personal inquiry. (See p. 351.)

MEAD, W. R. *Norway*. How People Live Series. E.S.A. 108 pp. 1960. 9s. 6d. (See p. 348.)

MONKHOUSE, F. J. *Europe*. A Certificate Series. Longmans. 352 pp. 1961. 12s.

A general geography of Europe is followed by individual accounts of countries on a regional basis. The text is strictly factual and ranges widely. There are few detailed examples (the one large-scale map—of the Naples area—is so simplified that it gives a misleading impression of sparseness of population). The economic geography is generally up to date (with some exceptions, e.g. Spain, Rumania). Photographic illustrations are good. There is no work for the pupils to do, apart from examination questions at the end of the book. (See p. 343.) H.J.S.

MURRAY, A. *The New Europe*. The Study Map Note Books, Book II. Collins. 96 pp. 1961 (1st pub. 1957). 4s. 9d.

This book follows the pattern set by the others in the series. Each opening reveals a map (black and white) and facing text. The book's greatest value would be in helping examination candidates. (See p. 356.)

PENROSE, C. *Lands of Europe and Asia. Life and Livelihood Geographies*, III. Murray. 192 pp. 1959. 8s. 6d. limp, 10s. 6d. boards. (See p. 349.)

PHILIP, M. M. *Mediterranean Geography*. Harrap. 120 pp. 1954. 5s. An elementary treatment of the 'geography behind the history' of the Mediterranean lands.

PICKLES, T. *Asia and European Russia*. Dent. 240 pp. 1960 (1st pub. 1954.) 5s. 6d.

A sound attempt to provide an up-to-date secondary textbook on these lands.

PICKLES, T. *Europe*. Dent. 336 pp. 1960 (1st pub. 1932). 7s. 9d.

Both the physical basis of geography and the life and work of the people are adequately treated in this book. The historical background is a good feature. The experiment in pictorial sketch-maps would seem to be a retrograde step in that it makes them less intelligible than the conventional method would have done.

PICKLES, T. *Europe. Sketch-Map and Exercise Books, Book III*. Murray. (See pp. 324 and 355.)

PICKLES, T. *Europe and Asia. Modern School Geographies*. Dent. 256 pp. 1961 (1st pub. 1932). 6s.

Profusely illustrated, with good photographs and simple sketch-maps, this book can hardly fail to prove interesting to pupils. Emphasis is laid on the home life and daily work of people in these areas. (See pp. 298 and 351.)

PREECE, D. M., AND WOOD, H. R. B. *Europe. Modern Geography, Book III*. University Tutorial Press. (See p. 351.)

RAE, G. AND BROWN, C. E. *A Geography of Scotland*. Bell. 228 pp. 1959. 12s. 6d.

A textbook intended for upper parts of secondary schools. A more detailed account of Scotland than is normally found at this level. No pictures but many up-to-date maps.

RAYNS, A. W. *Europe. Bell's Concise Geographies*. 144 pp. 1961. 10s. Maps varied, some clear, others cluttered. The illustrations are fairly clear. Similar to others in this series. (See p. 343.) A.M.C.

RAYNS, A. W. *Revision Course in World Geography, Book II. Revision Course in World Geography Series*. Bell. 92 pp. 1958. 6s.

This book covers the Regional Geography of the British Isles and the Continents. It comprises a series of regional sketch-maps occupying one page or two facing pages, with related notes on the geographical features of the area. As with Book I of this series, the greatest value of this book lies in its use as a revision course for examination candidates. (See p. 355.)

SILLEY, P.T. *Europe*. Secondary School Geographies. Schofield and Sims. 164 pp. 1963 (1st pub. 1952). 8s. 6d. Supplementary folio, 1s. 9d.

A well-illustrated book for the lower forms of the secondary school. (See p. 355.)

SIMPSON, A.R.B. *Europe*. A Geography of the World. Bell. (See p. 347.)

SPINK, H.M. AND *BRADY, R.P. *The North Atlantic Nations*. New Ventures in Geography. Schofield and Sims. 320 pp. 1962 (1st pub. 1961) 11s. 6d.

A first-rate modern textbook. Enlightened treatment of difficult topics, and the study is made simple and interesting by wise use of sketch maps, diagrams and pictures. Plenty of provocation to further independent individual work. There are helpful suggestions of source material for teachers. (See p. 352.) E.G.A.

STEMBRIDGE, J.H. *Europe*. The New Oxford Geographies, Book IV, Part I. O.U.P. 240 pp. 1941. 9s. 6d.

A general but systematic treatment of Europe with plentiful, clear maps and useful pictures. (See p. 352.)

STEMBRIDGE, J.H. *Europe and the British Isles*. The New World-Wide Geographies, Second Series, Book III. Part I. Europe. Part II. The British Isles. O.U.P. Each 168 pp. 1951. Limp 6s. 6d., boards 7s. 6d. Combined volume; cloth only, 12s. 6d.

Part I. A general introduction to Europe as a whole, including the peoples, is followed by studies of individual countries. Very clear maps and photographs add to the value of the book.

Part II. A regional treatment of the British Isles, preceded by an introductory discussion of physical features, population and occupations. (See pp. 278 and 352.)

STEMBRIDGE, J.H. *Europe with the British Isles*. Oxford Progressive Geographies. Senior Series, Book III. Pt. I. O.U.P. 196 pp. 1959. 9s. Published for African schools, this is a well-produced textbook with good illustrations. It could profitably be used in British schools. (See p. 353.)

WATKINS, W.J.H. *Europe*. Murray. 324 pp. 1961 (1st pub. 1950). 10s. 6d.

A readable book on Europe, suited to the General Certificate Ordinary Level, designed to be used for independent study. Frequent comparisons are made with British examples, and physical geography and geographical principles are introduced and illustrated in connexion with regional descriptions. Post-war changes and problems are mentioned and considered briefly. Well-annotated photographs form an integral part of the book, and there is a considerable choice of exercises.

WATKINS, W.J.H., AND H.S.L. *How to Look at Geographical Pictures*. Macmillan. 32 pp. First Series: 1961 (1st pub. 1953). 3s. 6d. Second Series: 1961 (1st pub. 1952). 3s. 6d.

Good, clear photographs illustrate important physical, industrial and agricultural types of country in Europe, including the British Isles. Each picture is accompanied by a series of questions, to which answers are given at the end of the book. Although designed for the secondary age range, these first-rate books could well be used with primary classes if the questions were adapted by the teacher.

WHITE, T. AND PATERSON, W. W. *Between Golden Gate and Golden Horn. Living in Geography, Book 3.* Johnston and Bacon. 128 pp. 1961. 9s. 6d. (See pp. 313.)

WHYBROW, S. J. B. *Europe. Geography Note-books, Book III.* Dent. (See p. 347.)

WHYBROW, S. J. B. *Western Europe. Geography Note-books, Book VII.* Dent. 1960 (1st pub. 1958). 2s. 6d. (See p. 347.)

2. Library Books

ALLISON, CAPTAIN IVAN. *The Deep Sea Fisherman. People's Jobs.* E.S.A. 90 pp. 1961 (1956). 9s. 6d. boards, 7s. limp.

This book is suitable for project work. (See pp. 254 and 353.)

BAILEY, S. D. *A Guide to Switzerland for School Visits.* Blackie. 1963. 7s. 6d.

BUCKLEY, P. *The Spanish Plateau: The Challenge of a Dry Land.* The Challenge Books. Chatto and Windus. 95 pp. 1962. 9s. 6d.

This is a serious geographical study enriched by the author's love and knowledge of both landscape and people. The historical aspect is not ignored and the Spanish plateau is presented in its grandeur and beauty as well as its poverty. (See p. 343.) M.R.P.

BUDDEN, L. M. *Europe and Asia. Pictorial and Practical Geographies.* Book IV. Evans. 112 pp. 1953. 7s. 6d.

A sound study of the main regions and states with a focus on man's capacity to adapt and use his environment. There are over 100 illustrations and maps. (See p. 354.)

BURG, MARIE. *Young Traveller in Czecho-Slovakia.* The Young Traveller. Phoenix. (See p. 356.)

The Countries of Europe. The Land of France: R. Dutton and Lord Holden. Normandy and Brittany: R. Dutton (popular edition 6s. 6d.). Scandinavia: E. de Maré (popular edition 6s. 6d.). Spain: S. Sitwell. Western Germany: R. Dutton. Batsford. 21s. each.

The purpose of these books is mainly to inform a visitor of what he will find in each town and district of a country. The bias is towards the buildings, the landscape and the people. Each book contains sketch-maps and many photographs.

CRONIN, V. (Ed.). *The Companion Guides*. The Companion Guide to Paris. The Companion Guide to the Greek Islands. The Companion Guide to the South of France. Collins. 290 pp. each. 1963. 25s. each. *In preparation*: Tuscany and Umbria. Florence. London. Greece. Venice. Rome.

A new series of guide books, designed to help with preparatory plans and to be used as a reference book during the course of the visit. They are illustrated and contain numerous town plans. K.H.N.

HAGELSTANGE, RUDOLF. *Germany—A Panorama in Colour*. Batsford. 190 pp. 1963. 105s.

In addition to the ninety-two pages of illustrations there is an introduction by the German topographical writer, Rudolf Hagelstange, and informative captions to each illustration. The book covers the rivers, towns, villages, cities and cathedrals, individual districts and business areas of Germany.

HOGG, G., AND BETH. *Young Traveller in Norway*. The Young Traveller. Phoenix. 160 pp. 1954. 11s. 6d. (See p. 356.)

HOUSTON, J. F., AND RUSSEL, A. MCG. *France*. One Approach Geography-History Series. Oliver and Boyd. 94 pp. 1963. 4s.

A detailed and up-to-date account of life and work in modern France, viewed against the historical background. French and German relations and post-war reconstruction are discussed. This book provides material not easily accessible to children elsewhere and could be used either as a library book or, in secondary modern schools, as a textbook. (See p. 352.)

JENKINS, A. C. *The Twins of Lapland*. The Twins Series. Cape. (See pp. 241 and 255.)

MARTIN, A. *Norwegian Life and Landscape*. Elek. 167 pp. 1952. 10s. 6d.

The author discusses many aspects of life in Norway, including Hanse towns, herring fishing, dark noon and the midnight sun. The representative pictures of both natural and cultural landscapes are suitable for the episcope.

MEIER, MARIANN. *Young Traveller in Switzerland*. The Young Traveller. Phoenix. (See p. 356.)

MIHALYJI, E. (Ed.). *Hungary in Pictures*. Photographic Books. Duckworth. 148 pp. 1963. 30s.

Two hundred excellent pictures, sixteen in colour. (See p. 354.) K.M.M.

MILLRAY, J. A. *A Guide to Paris for School Visits*. Blackie. 142 pp. 1957. 7s.

It has a place in a scheme of geography lessons on France because it is useful in bringing alive a classroom visit to the capital and used as additional reading matter it can be considered useful. There are twenty illustrations and four maps.

NICKELS, SYLVIE. *The Young Traveller in Finland*. Young Traveller. Phoenix. 127 pp. 1962. 11s. 6d.

This book has sixteen pages of plates and gives a lively introduction to the way of life of the people and character of the country described. (See p. 356.)

OLDERFIELD, RENEE D. AND MARSDEN, ELIZABETH. *Through France with Jacobi*. Blackie. 216 pp. 1959. 8s. 3d.

Illustrated throughout with line drawings and frontispiece map.

OORTHUYSEN, C. AND AHNNE, P. *This is Alsace*. 1962; OORTHUYSEN, C. AND HOEKSTRA, H. G. *This is Amsterdam*. 1954; OORTHUYSEN, C. AND ZANDSTRA, E. *This is Austria*. 1956; OORTHUYSEN, C. AND JONCKHEERE, K. *This is Belgium*. 1958. OORTHUYSEN, C. AND CRESSARD, P. *This is Brittany*. 1961; OORTHUYSEN, C. AND PREMSELA, B. *This is Florence*. 1954; OORTHUYSEN, C. AND BRUSSE, J. *This is the French Riviera*. 1955; OORTHUYSEN, C. AND DEN DOOLAARD, A. *This is Greece: The Islands*. 1960; OORTHUYSEN, C. AND DEN DOOLAARD, A. *This is Greece: The Mainland*. 1958; OORTHUYSEN, C. AND KELK, C. J. *This is Holland*. 1953; OORTHUYSEN, C. AND FERRO, M. *This is the Italian Riviera*. 1958; OORTHUYSEN, C. AND BRUSSE, J. *This is Paris*. 1952; OORTHUYSEN, C. AND PEZET, M. *This is Provence*. 1962; OORTHUYSEN, C. AND PATRIS, R. *This is Rome*. 1956; OORTHUYSEN, C. AND SCHIERBEEK, B. *This is the Heart of Spain*. 1957; OORTHUYSEN, C. AND STRAUB, E. *This is Switzerland*. 1960; OORTHUYSEN, C. AND DEN DOOLAARD, A. *This is Venice*. 1958; OORTHUYSEN, C. AND DEN DOOLAARD, A. *This is Yugoslavia*. 1958. Photo Books of the World Series. Bruno Cassirer, Oxford, dis. by Faber. 96 pp. each. 7s. 6d. each.

Each book in the series contains about eighty excellent photographs with an interesting text. R.A.

PROCTOR, G. L. *Young Traveller in Sweden*. The Young Traveller. Phoenix. (See p. 356.)

REID, A. *Young Traveller in France*. The Young Traveller. Phoenix. (See p. 356.)

SINNHUBER, K. *Germany . . . Its Geography and Growth*. Geography and Growth. Murray. 128 pp. 1961. 12s. 6d., library edition 15s.

The book is profusely illustrated, with pictures on almost every page. The first part deals with the geography and, briefly, with the history of Germany as a whole, but the major part describes Western Germany subdivided into nine regions. The book gives a good idea of life in Germany in all its aspects. It can be used as a textbook, or for general reading. (See p. 346.) E.R.G.

SOMEREN, L. VAN *Young Traveller in Holland*. The Young Traveller. Phoenix. (See p. 356.)

WALL, B. *Italian Life and Landscape*. I. Rome and Southern Italy. 128 pp. 1950. 18s. (out of print) II. Northern Italy and Tuscany. 189 pp. 1951. 10s. 6d. Elek.

These books can be recommended as descriptive geographies. They are practical enough to serve as guides, but contain attractively written and objective background information. There are abundant illustrations, with bold black-and-white effects, showing cultural rather than natural landscapes.

WHITTAKER, D.J. *A Guide to Belgium for School Visits*. Blackie. 144 pp. 1960. 7s. 6d.

Uniform with *A Guide to Paris for School Visits*. (See p. 294.)

WILKINS, FRANCES. *The Young Traveller in Spain*. The Young Traveller. Phoenix. 143 pp. 1962. 11s. 6d.

Illustrated with sixteen pages of photographs and giving a good introduction to the way of life of the people. (See p. 356.)

WILLCOX, K.M. *Young Traveller in Belgium*. Phoenix (See p. 356.)

EURASIA

FAIRGRIEVE, J., AND YOUNG, E. *Euro-Asia*. Human Geographies, Secondary Series, Book III. Philip. 356 pp. 1953 (1st pub. 1923). 7s. 6d.

This book is designed as the last in a three-year course covering the geography of the world. Physical, economic and political aspects are combined within the regional scheme. (See p. 348.)

KIRTLEY, MARJORIE E. *Eurasia. The Lands and the Peoples*. Our Wonderful World. Book IV. Part I. Warne. 160 pp. 1953. 4s. 6d. (See p. 353.)

LONGHURST, H. *Adventure in Oil, the story of British Petroleum*. Sidgwick and Jackson. 286 pp. 1959. 21s.

A history of the B.P. Company, including chapters on pioneering in Persia, wartime difficulties, oil-well fires (Reg. 20), etc. May be useful for its illustrations; the text tends to be concerned chiefly with the personalities though there are exciting passages. M.S.

ASIA

1. Textbooks

BUDDEN, L. M. *Europe and Asia*. Pictorial and Practical Geographies. Book IV. Evans. 112 pp. 1953. 7s. 6d.

A sound study of the main regions and states with a focus on man's capacity to adapt and use his environment. (See p. 354.) There are over 100 illustrations and maps.

CAMPBELL, E. M. J., AND SHAVE, D. W. *Asia and the U.S.S.R. Global Geographies*, III. Philip. 310 pp. 1957. 10s. 6d.

This is another comprehensive textbook dealing with an extremely important part of the world. The balance of the book is good, and there are no significant omissions. It is well illustrated, and the pictures are up to date and valuable geographically. The book is also very well supplied with maps, and some of them are unusually interesting. Exercises at the end of each chapter add value to the book. (See p. 347.)

CORNISH, W. B. *Asia. Modern Geography*, Book V. University Tutorial Press. (See p. 351.)

COYSH, A. W., AND HUNT, D. M. *Asia. Exercises in Modern Geography*, Book IX. University Tutorial Press. (See p. 325.)

DOBBY, E. H. G. *Maps for Malayans*. U.L.P. (See p. 326.)

FAIRGRIEVE, J., AND YOUNG, E. *Asia. Real Geography*, Book IV. Philip. 110 pp. 3rd edition 1958. 6s. 3d. (See p. 354.)

FIRTH, J. V. *The Middle East: A Geographical Notebook*. Harrap. 96 pp. 1963. 7s. 6d.

Twenty-five sketch-maps and brief text, suitable for revision. E.R.G.

FISHER, C. A. *South-East Asia*. Methuen. 831 pp. 1964. 84s. (See p. 430.)

HERDMAN, T. AND HURWORTH, A. *The Northern Continents*. Modern Geographies. Book II. Longmans. (See pp. 311 and 351.)

HOBBS, J. S. *Asia and North America. General School Geography—Alternative Course*. E.U.P. 166 pp. 1963. 8s. 6d.

An alternative volume to the Introductory Course Vols. 2 and 3, this is concerned with detailed accounts of the more important areas in Asia and N. America. (See p. 346.) K.M.M.

HOBBS, J. S. *The Southern Continents and Asia. General School Geography Series*. English Universities Press. 208 pp. 1959. 8s. 6d. (See p. 346.)

HUGHES, D. R. *South-East Asia: A Geographical Notebook*. Harrap, 64 pp. 1959 (1st pub. 1957). 3s. 6d. (limp).

Intended as a supplement to current regional textbooks. E.R.G.

HUGHES, D. R. *Visual Geography of South-East Asia*. Evans. 48 pp. 1959. 3s. 3d.

In common with other visual geographies for overseas schools, this book is designed especially for use abroad. R.G.D.

JACKSON, N. AND PENN, P. *North America and Asia*. Groundwork Geographies. Philip. 236 pp. 1961. 8s. 6d. (See p. 311.)

MAMOUR, A. *Asia and Australasia*. The Complete Geography Series. Macmillan. 348 pp. 1940. 4s. 6d.

After some discussion of the physical features, climate and vegetation of each area, chapters are given to regional studies. The book is well illustrated with good photographs, and includes revision questions and suggested subjects for discussion. The section on Asia suffers from the fact that many of the political divisions are no longer valid. (See p. 344.)

MAY, S. *U.S.S.R., the Near and Far East*. Modern School Visual Geographies, Book VI. Evans. 47 pp. 1951. Manila 3s. 3d., limp linson 4s.

The limitations of this little book are caused by the vast territory surveyed in forty-seven pages, but regarded as an introduction to the subject for the more able pupils it is most useful. The six sections on the U.S.S.R. create an interesting and stimulating picture of the highly complex socio-political and economic entity. (See p. 351.)

MONEY, D.C. *Southern Asia*. Studies and Exercises in Human Geography, Book III. University Tutorial Press. (See p. 355.)

MURRAY, A. *Asia*. The Study Map Note Books, Book III. Collins. 96 pp. 1961 (1st pub. 1958). 4s. 9d.

This book is arranged like the others in the series. Each opening reveals a map in black and white facing text. The text is in the form of notes. The continent is dealt with country by country, with the larger states divided into regions. The notes make these books suitable for examination candidates. (See p. 356.)

North America and Asia. Geography for Today, Book III. Longmans. (See pp. 312 and 346.)

PICKLES, T. *Asia*. Sketch-Map and Exercise Books, Book VII. Murray. (See p. 324.)

PICKLES, T. *Asia and European Russia*. Dent. 240 pp. 1960 (1st pub. 1954). 5s. 6d. (See pp. 291 and 431.)

PICKLES, T. *Europe and Asia*. Modern School Geographies. Dent. (See pp. 291 and 351.)

RABINOWICZ, RACHEL. *Israel*. Lands and Peoples. Black. 96 pp. 1959. 8s. 6d. (See p. 349.)

RAWSON, R.R, AND EAST, W.G. *Asia*. Nelson's Geography Texts, Book III. Nelson. 208 pp. 1960. 11s. 6d.

In the opening chapters the structure of Asia and the climate, vegetation, agriculture and industry of Monsoon Asia are treated. Individual regions are then

described separately. The approach is formal and suited to upper forms in secondary schools. Good use is made both of maps and photographs. (See p. 351.)
M.R.P.

RAYNS, A. W. *Asia*. Bell's Concise Geographies. 80 pp. 1960. 6s.
This book, and others in the series, are intended for the twelve to fifteen year olds.
(See p. 343.) A.M.C.

RITCHIE, DONALD. *Japan*. Lands and Peoples. Black. 96 pp. 1959.
8s. 6d. (See p. 349.)

SILLEY, P. T. *Asia*. Secondary School Geographies, Schofield and Sims. 200 pp. 1961 (1st pub. 1950). 8s. 6d. Supplementary folio: 1s. 9d.

This is a much-compressed study of a very wide topic. It is illustrated with good photographs, but the large blocks of colour in some of the maps are sometimes misleading. (See p. 355.)

SIMPSON, A. R. B. *Asia*. A Geography of the World. Bell. (See p. 347.)

SPINK, H. M. AND BRADY, R. P. *The Asiatic World*. New Ventures in Geography. Schofield and Sims. 264 pp. 1962 (1st pub. 1960). 10s. 6d.

The book is copiously illustrated and has 68 maps. (See p. 352.)

STEMBRIDGE, J. H. *Africa, Asia and Australia*. The New World-Wide Geographies, Second Series, Book II. O.U.P. 304 pp. 1950. 8s. 3d. limp, 9s. 6d. boards. (See pp. 306 and 352.)

STEMBRIDGE, J. H. *Asia and Australia*. Oxford Progressive Geography Senior Series, Book II. 204 pp. 9s. O.U.P. (See pp. 319 and 353.)

STEMBRIDGE, J. H. *North America and Asia*. The New Oxford Geographies, Book III. O.U.P. 1941. 9s. 6d. (See pp. 313 and 352.)

WARD, MARION W. *Malaya and Singapore*. How People Live Series. E.S.A. 104 pp. 1963. 9s. 6d.

Sample studies for the twelve to fifteen age group, with interesting detail and many illustrations of the aboriginal upland Temiar, the Malay Padi farmer, a rubber estate and tin mine. The chapter on Singapore gives a vivid picture of present-day conditions. (See p. 348.) K.M.M.

WHYBROW, S. J. B. *Asia*. Geography Note-books, Book IV. Dent.
(See p. 347.)

2. Library Books

CLARK, S. *All the Best in Japan with Manila, Hong Kong and Macao*. Sidgwick and Jackson. 305 pp. 1959. 25s.

A guide book including snippets of Japanese and other oriental history, legends, etc., and glossaries of local terms. M.S.

FLEMING, P. *News from Tartary*. Cape. (See p. 330.)

GABRIEL, A. (Ed.). *Turkey in Pictures*. Photographic Books. Duckworth. 194 pp. 1962. 30s.

A good source of pictures. (See p. 354.) K.M.M.

KOWADLO, B. AND FYVEL, T. R. *This is Israel*. Photo Books of the World Series. Faber. 96 pp. 1958. 7s. 6d.

A series of excellent photographs on modern Israel with a useful text. (See p. 354.) R.A.

LEWIS, N. *A Dragon Apparent*. Cape. (See p. 331.)

OBRUCHEV, V. A. *Kukushkin—A Geographer's Tales*. Constable. 228 pp. Eng. Trans. 1961. 21s.

An absorbing book of stories written by a distinguished Russian geographer, geologist and explorer who died in 1956. Kukushkin's adventures are based on Obruchev's own explorations in central Asia and the information is therefore first-hand. Observation is acute and the stories bring to life the habitat and ways of life of the people of this little-known part of Asia. There are ten maps. M.F.O.

TILMAN, H. W. *China to Chitral*. C.U.P. (See p. 336.)

TILMAN, H. W. *Two Mountains and a River*. C.U.P. (See p. 333.)

TINDALL, GILLIAN. *The Israeli Twins*. The Twins Series. Cape. (See p. 246 and 255.)

TWEEDY, MAUREEN. *Young Traveller in The Middle East*. Young Traveller. Phoenix. (See p. 356.)

WILLCOX, K. M. *The Young Traveller in Israel*. The Young Traveller. Phoenix. 128 pp. 1961. 11s. 6d.

A lively introduction to the way of life in the country concerned, illustrated with sixteen pages of plates. (See p. 356.)

CHINA

1. Textbook

HOUSTON, J. F., AND RUSSEL, A. MCG. *China*. One Approach Geography-History Series. Oliver and Boyd. 92 pp. 1963(1953). 4s.

The author's aim is to present an impression of the life and character of China today, and to relate this to the social and historical development of the people and the country. (See p. 352.)

2. Library Books

FLEMING, P. *One's Company*. Cape. *Out of print*.

ROBERTS, C.E. *Young Traveller in China*. The Young Traveller. Phoenix. (See p. 356.)

YEH, G., AND FITZGERALD, C.P. *Introducing China*. Pitman. 116 pp. 1948. 6s.

Chapters of geographical interest deal with the land, the people, the language and agriculture. The social life, history, religion and art of the Chinese are also discussed. There are three maps, none of which shows relief, a time chart and photographic illustrations. The book provides useful supplementary reading, especially in a course where geography and civics teaching are combined.

INDIA, PAKISTAN AND CEYLON

1. Textbooks

HOUSTON, J.F., AND RUSSEL, A.MCG. *India, Pakistan and Ceylon*. One Approach Geography-History Series. Oliver and Boyd. 92 pp. 1963 (1953). 4s.

An account of life and work in India, Pakistan and Ceylon, viewed against the historical background. It is illustrated with photographs, line drawings and maps. (See p. 352.)

JOHNSON, B.L.C. *East Pakistan*. How People Live Series. E.S.A. 96 pp. 1961. 9s. 6d.

This is a particularly well-written book with first-hand detail of a delta farm, a Chittagong Hill Tract and a Tea Garden; with many illustrations, and useful charts showing seasonal agriculture at different levels. Physical background particularly well done. (See p. 348.) K.M.M.

STAMP, L. DUDLEY. *India, Pakistan, Ceylon and Burma*. Reprint from 9th edition of *Asia* in Advanced Geography Series. (See p. 432.) Methuen (See pp. 434 and 469.)

2. Library Books

BOTHWELL, JEAN. *Men and Monsoons: Farm Life in Northern India*. The Challenge Books. Chatto and Windus. 96 pp. 1962. 9s. 6d.

Written by an author with long personal experience of the area, this book is interesting, instructive and provocative. (See p. 343.) M.R.P.

ELWIN, V. *Leaves from the Jungle*. O.U.P. (India). 194 pp. 1959. (1st pub. 1938.) 16s. (See p. 499.)

LEWIS, N. *Golden Earth*. Cape. 1952. (Out of print.)

SHAW, D. *The Twins of India*. The Twins Series. Cape. (See pp. 245 and 255.)

TREASE, G. *Young Traveller in India and Pakistan*. The Young Traveller. Phoenix. 160 pp. 1955 (1949) 11s. 6d.

Two children explore the way of life of the peoples of these countries, and their discoveries and reactions are given in an interesting conversational form. An elementary introduction to the social background of India and Pakistan. (See p. 356.)

U.S.S.R.

CAMPBELL, E. M. J., AND SHAVE, D. W. *Asia and the U.S.S.R.* Global Geographies, III. Philip. 310 pp. 1957. 10s. 6d. (See pp. 297 and 347.)

HAWKES, L. R. *Europe and the U.S.S.R.* The Panoramic Geographies. Unit 3. Wheaton. 148 pp. 1963 (1st pub. 1959). 8s. (See p. 353.)

HOUSTON, J. F., AND RUSSEL, A. MCG. *U.S.S.R. One Approach Geography-History Series*. Oliver and Boyd. 100 pp. 1961 (1956). 4s.

A readable and thought-provoking approach through human geography and social history. The book is illustrated with photographs and endpaper maps, with exercises on each chapter at the end of the book. (See p. 352.)

PICKLES, T. *Asia and European Russia*. Dent. 223 pp. 1957 (1st pub. 1955). 5s. (See pp. 291 and 431.)

AFRICA

1. Textbooks

ACKAH, C. A. *West Africa: A School Certificate Geography*. U.L.P. 208 pp. 1958. 8s.

Orthodox cover of West Africa for West African schools. There are many illustrations. **B.S.R.**

ADAMS, D. T. *A Ghana Geography*. U.L.P. 192 pp. 1960. 6s.

An introduction to geography leading to a geography of Ghana. Orthodox but at children's level. This is an entirely revised edition of the author's *A Gold Coast Geography* and both text and illustrations, including maps, have been brought up to date. **B.S.R.**

AINSLIE, M. D. *Nigeria*. Longmans. 92 pp. new edition 1958. 3s. 6d.

A general geography which includes the main facts about the life and work, villages and towns, and terminates with chapters on the weather and climate.

BAKER, E. M. *African Fruits*. U.L.P. 48 pp. 1949. 2s. (See p. 237.)

BUDDEN, L. M. *The Southern Continents. Pictorial and Practical Geographies*, Book II. Evans. 96 pp. 1953. 6s. 6d.

Autobiographical accounts of six typical children living in Commonwealth areas in the Southern Continents prepare for well-illustrated studies of the most important regions of the three continents in more detail. A clear and vivid impression is left. There are over 100 illustrations and good sketch-maps. (See p. 354.)

CAMPBELL, E. M. J. *The Southern Continents. Global Geographies*, II. Philip. 370 pp. 1957. 11s. 6d.

A comprehensive book on the Southern Continents, containing more detail than the normal textbook on this subject. It seems a little odd that nearly as much space is devoted to W. Australia as to the whole of N.S. Wales and Victoria, and one wonders whether it is geographically correct to include Kenya and Uganda under 'Equatorial Africa'. However, the text is clear and maps and pictures useful. (See p. 347.)

COYSH, A. W., AND HUNT, D. M. *Africa. Exercises in Modern Geography*, Book VIII. University Tutorial Press. (See p. 325.)

COYSH, A. W., AND TOMLINSON, M. E. *The Southern Continents. Modern Geography*, Book VI. University Tutorial Press. (See p. 351.)

FAIRGRIEVE, J., AND YOUNG, E. *Africa and Southern Europe. Real Geography*, Book III. Philip. 110 pp. 4th ed. 1955. 6s. 3d. (See p. 354.)

FAIRGRIEVE, J., AND YOUNG, E. *The Atlantic Hemisphere. Human Geographies*, Secondary Series, Book II. Philip. (See pp. 309 and 348.)

HAWKES, L. R. *Africa, Southern Asia and Australia. The Panoramic Geographies*, Unit 2. Wheaton. 124 pp. 1963 (1st pub. 1958). 7s. (See p. 353.)

HODGKIN, R. A. AND LOCK, K. C. *The Sudan. How People Live Series. E.S.A.* 96 pp. 1963. 9s. 6d.

One of a series for the twelve to fifteen age group; detailed material well presented with many diagrams and pictures. A bibliography and suitable filmstrips are suggested. (See p. 348.) K.M.M.

HONEYBONE, R. C., AND ROBERSON, B. S. *The Southern Continents. Geography for Schools*, Book 2. Heinemann. 344 pp. 1958. 11s. 6d. (See p. 317.)

HOUSTON, J. F., AND RUSSEL, A. MCG. *South Africa. One Approach Geography-History Series.* Oliver and Boyd. 92 pp. 1961 (1953). 4s. A picture of everyday life in South Africa, with some account of historical development. The book is well illustrated. (See p. 352.)

JARRETT, H. R. *Geography of Sierra Leone and the Gambia.* Longmans. 136 pp. 1961 (1954). 5s.

A systematic account of Sierra Leone and Gambia with much useful detail about these two countries written in a simple and interesting style.

JARRETT, H. R. *An Outline Geography of Africa.* Methuen. 247 pp. 1962. 15s.

A textbook for G.C.E. 'O' level candidates, intended particularly for African students. Well illustrated with full-page plates. Contains numerous maps, some of which should hardly be necessary if an atlas is available. M.S.

KIRTLEY, MARJORIE E. *Australasia, Africa, the Americas. The Lands and the Peoples.* Our Wonderful World, Book IV. Part II. Warne. 160 pp. 1954. 4s. 6d. (See p. 353.)

MONEY, D. C. *Africa. Studies and Exercises in Human Geography, Book I.* University Tutorial Press. (See p. 355.)

MURRAY, A. *Africa. The Study Map Note Books, Book V.* Collins. 96 pp. 1961 (1st pub. 1958). 4s. 9d.

This book is arranged like the others in the series. Each opening reveals a map or maps (in black and white) and facing text. Treatment is by countries, countries being divided into regions. The book is suitable for examination candidates. (See p. 356.)

NICHOLSON, J. M., AND MORTON, J. G. *Africa. A Pictorial Geography.* Philip. 280 pp. rev. edn. 1962, 15s. 6d.

The book is well produced and well illustrated, is lacking in maps and diagrams. The authors suggest frequent reference to atlases by the pupils. The book is informative and factual in approach.

OBOLI, H. O. N. *An Outline Geography of West Africa.* Harrap. 224 pp. 1962 (1st pub. 1957). 10s. 6d.

The first textbook on the whole of West Africa by an African graduate and practising teacher. Also includes thirty-seven pages on Africa in general. Crisp text and vivid maps, diagrams, photographs and questions. It is a sound and useful textbook.

OBOLI, H. O. N. *Sketch-Map Atlas of Nigeria.* Harrap. 48 pp. 4s 6d. Twenty line maps. 1962 (1st pub. 1960).

PARRY, R. E. *Africa.* Longmans. 124 pp. new edition 1960. 4s. 6d. A systematic elementary geography of Africa.

PARRY, R. E. *East Africa.* Longmans 75 pp. new edition 1960. 2s. 9d. An interesting elementary geography of East Africa.

PERKINS, W.A., AND STEMBRIDGE, J.H. *Nigeria: A Descriptive Geography*. O.U.P. 186 pp. 2nd edition 1962 (1957) 10s. 6d. boards, 6s. 6d. limp.

Intended for candidates for the School and General Certificates in Education, and for teachers in training. An attractive textbook with bold type, photographs, summaries and exercises, etc.

PICKLES, T. *Africa. The Southern Continents*, Book II. Dent. 144 pp. 1961 (1st pub. 1934). 6s.

A useful feature of this book is the introductory discussion of the climates of all the southern continents. The principal historical factors influencing modern economic developments are outlined, and good illustrations are included. (See p. 355.)

PICKLES, T. *South America and Africa*. Sketch-Map and Exercise Books, Book V. Murray. (See p. 324.)

PICKLES, T. *Africa, Australia and New Zealand. Modern School Geographies*. Dent. 236 pp. 1962 (1st pub. 1933). 6s.

Throughout the book, emphasis is placed on the human aspect of geography. It has 158 illustrations, including one coloured plate, and good sketch-maps and photographs. (See p. 351.)

PUGH, J.C. AND PERRY, A.E. *A Short Geography of West Africa*. U.L.P. 288 pp. 1960. 9s. 6d.

Good academic cover of the area at 'A' level. Good diagrams and maps. B.S.R.

QUINN-YOUNG, C.T., AND HERDMAN, T. *A Geography of Nigeria*. Longmans. 223 pp. 1961 (1st pub. 1946). 8s. 6d.

A textbook for Nigerian secondary schools consisting of six chapters of general world geography and thirteen of descriptive geography of Nigeria on a regional basis. It has numerous good maps. The emphasis throughout is on production and trade; there is little reference to social problems.

REDMORE, G.B. *Under the Southern Cross: South America, Australasia and Africa. Life and Livelihood Geographies*, II. Murray. (See pp. 318 and 349.)

SHERIFF, D.A. *Africa. Oxford Visual Geographies*. O.U.P. 96 pp. 2nd edition 1963 (1956). 16s.

An attractively produced book with a strong appeal in schools. Maps good, clear and not too complicated. Author travelled in Africa in connexion with preparation of this book. The first part deals with selected general topics, including physical background and the second part with regional and human studies. Whole of Africa covered but not formally and systematically but with emphasis on interest.

SILLEY, P.T. *Africa. Secondary School Geographies*. Schofield and Sims. 136 pp. 1962 (1st pub. 1949). 8s. 6d. Supplementary folio: 1s. 9d.

This is a satisfactory book for twelve- to thirteen-year-olds. It has well-chosen photographs and maps, and simple, informative sketches. (See p. 355.)

SIMPSON, A. R. B. *Africa. A Geography of the World.* Bell. viii + 190 pp. 1962 (4th revised edition) 8s. 6d.

A well-balanced book. Ruthless selection of material has resulted in a clear, factual picture of each territory. Modern economic developments and political problems have their place but do not distort the geographical picture. Maps and diagrams are clear, illustrations could be more clearly defined. (See p. 347.) A.M.C.

The Southern Continents. Geography for Today, Book II. Longmans. 340 pp. 1960 (1st pub. 1937). Complete, 13s. 6d. Also available separately: Africa, 8s. Australia and New Zealand, 6s. 6d. South America, 8s.

Exploration, general and regional geography of each continent are discussed with a final chapter, 'Linking the Southern Continents'. The book contains good maps and illustrations. (See p. 346.)

SPINK, H. M. AND BRADY, R. P. *The Southern Lands.* New Ventures in Geography. Schofield and Sims. 216 pp. 1963 (1st pub. 1958). 8s. 9d. This book provides a regional treatment of the three southern continents, suited to the needs of the secondary modern schools particularly. There are many photographs, maps and diagrams. (See p. 352.)

STEMBRIDGE, J. H. *Africa, Asia and Australia.* The New World-Wide Geographies, Second Series, Book II. O.U.P. 1950, 304 pp. Limp, 8s. 3d., boards 9s. 6d.

This comprehensive regional study of three continents is profusely illustrated and contains good, clear maps. Questions at the end of each chapter are useful. (See p. 352.)

STEMBRIDGE, J. H. *The Southern Continents.* The New Oxford Geographies, Book II. O.U.P. 340 pp. 1941. 9s. 6d. (See pp. 316 and 352.)

TRELEAVEN, H. A. *The Food We Grow and the Food We Eat.* U.L.P. 64 pp. 1954. 3s. (See p. 246.)

WHYBROW, S. J. B. *Africa.* Geography Notebooks, Book V. Dent. (See p. 347.)

WHYBROW, S. J. B. *West Africa.* Geography Notebooks. Book X. Dent. 32 pp. 1962 (1st pub. 1956).

Special emphasis is laid on Gambia, Sierra Leone, Ghana, Nigeria. Topics such as physical features, climate, vegetation, etc., are first dealt with. Then follows individual treatment of British Commonwealth territories. Questions and exercises are a feature. Useful simply-drawn annotated diagrams. (See p. 347.)

2. Library Books

ADAMSON, J. *Born Free: A Lioness of Two Worlds.* Collins. 160 pp. 1960. 25s.

This true story of Elsa the lioness, found injured and brought up by the authoress, but later returned to the wild state, has become a classic among animal stories. Mrs. Adamson is the wife of a Senior Game Warden in an East African Game

Department and in addition to the story of Elsa there are fascinating accounts of journeys to remote and often uninhabited parts of the interior of the region. There are eight colour plates and 104 in black and white. K.H.N.

ADAMSON, J. *Living Free*. Collins. 146 pp. 1961. 25s.

A continuation of *Born Free*, giving the story of Elsa's three cubs. There are 100 black-and-white photographs, and ten in colour. K.H.N.

ADAMSON, J. *Forever Free*. Collins. 192 pp. 1962. 25s.

Elsa dies and the three cubs are moved to Serengeti Park and, after many difficulties, are finally settled there. Illustrated with eight colour photographs and ninety black and white. K.H.N.

BAKER, SIR S.W. *The Albert N'yanza*. Vols I and II. Sidgwick and Jackson. 569 pp. 1962. (See p. 333.)

CLEMENTS, F. *Kariba, The Struggle with the river god*. Methuen. 223 pp. 1959. 16s.

A description of the numerous problems and successes in building the Kariba Dam. Excellent background reading. M.S.

DAVY, ANDRÉ. *4,000 Miles of Adventure*. Hale. 192 pp. 1959. 21s. (See p. 504.)

DELIUS, A. *Young Traveller in South Africa*. The Young Traveller. Phoenix. (See p. 356.)

DURRELL, G. *The Overloaded Ark*. Faber. (See p. 375.)

FITZPATRICK, SIR PERCY. *Jock of the Bushveld*. The Heritage of Literature. Longmans. 192 pp. 1949. 5s.

The story of a boy who set out to seek his fortune in the early days of the gold rush in South Africa. It contains descriptions of the scenery and wild life of the Bushveld. (See p. 348.)

GUILLOT, R. *The White Shadow*. O.U.P. 240 pp. 1959. 12s. 6d. A story set in French West Africa gives a good impression of the jungle country. There are numerous line drawings.

HAMMERTON, T. *Tunisia Unveiled*. Hale. 192 pp. 1959. 18s. (See p. 505.)

HUXLEY, ELSPETH. *Red Strangers*. Chatto and Windus. 406 pp. 1952 (1st pub. 1939). 12s. 6d.

A novel based on the life of the Kikuyu in Kenya, giving the natives' reactions to the coming of the white man to that country.

JOY, C.R. *Island in the Desert: The Challenge of the Nile*. The Challenge Books. Chatto and Windus. 95 pp. 1961. 8s. 6d.

This absorbing and authoritative account of life in Egypt covers a time span of 4,000 years and concludes with a description of changes since the 1952 revolution and of hopes for the future. (See p. 343.) M.R.P.

JOY, C.R. *Light in the Dark Forest: People of the African Equator.* The Challenge Books. Chatto and Windus. 95 pp. 1961. 8s. 6d.

The author writes from personal experience. He describes in detail the traditional way of life of a group of negroes in the Congo Forest, and brings his story up to date with an account of the work of the mission schools and of Dr. Schweitzer's hospital at Lambaréne. (See p. 343.) M.R.P.

MACMILLAN, MONA. *Introducing East Africa.* Faber. 314 pp. 1955 (1st ed. 1952). 18s.

A traveller's account of two journeys in East Africa. This book gives a good general introduction to the social and economic life of these regions, presented in a style to interest the general reader.

NEVILLE, C.J. *Salifu the Detective.* Macmillan. (See p. 242.)

PATON, A. *South Africa and Her People.* Portraits of the Nations. Lutterworth Press. 141 pp. 1961 (1st pub. 1957). 10s. 6d.

This book gives very graphic word pictures of Capetown, the High Veld, a gold mine and Kruger National Park and an unpatronizing and fair account of the South African problems. It has excellent photographs.

REDMAYNE, PAUL. *Gold Coast to Ghana.* Murray. 48 pp. 1957. 15s. By many pictures and brief text, traces development of Ghana, and shows political, social and economic life.

ROBERTSON, W. *Young Traveller in Tropical Africa.* The Young Traveller. Phoenix. 160 pp. 1954. 11s. 6d.

A journal of a journey across Africa from Zanzibar to Lagos. (See p. 356.)

SPINAGE, C. A. *Animals of East Africa.* Collins. 160 pp. 1962. 30s. The animals described are grouped in chapters according to their natural habitat; the photographs are magnificent and the text is detailed and eminently readable. K.H.N.

WAUGH, E. *A Tourist in Africa.* Chapman and Hall. 167 pp. 1960. 16s.

This is the diary of a journey in early 1959 to East Africa. Cameos of places and personalities encountered give something of the flavour of the countries. No consideration of political problems. E.E.E.T.

THE AMERICAS

1. Textbooks

COYSH, A. W., AND HUNT, D. M. *Central and South America.* Exercises in Modern Geography, Book VI. University Tutorial Press. (See p. 325.)

CUNDALL, L. *North and South America.* Modern School Visual Geographies, Book III. Evans. 47 pp. 1950. Manila. 3s. 3d. limp linson 4s.

A wide range of facts is covered and treated descriptively. The valuable distributional maps repay careful study and afford a basis for class discussion which carries the subject beyond the limits of the actual text. (See p. 351.)

DUCÉ, R. H. *The Americas: the isolated Continents*. Home and Overseas Geography, Book VI. Pitman. 256 pp. 1951 (1st pub. 1935). 8s. 6d. (See p. 348.)

FAIRGRIEVE, J., AND YOUNG, E. *The Atlantic Hemisphere*. Human Geographies, Secondary Series, Book II. Philip. 300 pp. 1950 (1st pub. 1922). 6s. 6d.

Although the format is somewhat old-fashioned and some of the figures are now out of date, this is a very sound book packed with well-chosen material. It deals with Africa and the Americas, the latter in detail. Much information is introduced through discussion of such fundamentals as natural vegetation, highlands, simple surveying. (See pp. 303 and 348.)

HAWKES, L. R. *North and South America*. Panoramic Geographies Unit I. Wheaton. 124 pp. 1963 (1st pub. 1958). 7s. (See p. 353.)

This is an attractive book, well printed on good paper 8 x 7 in. It is clear and simply written with a well-organized regional background. There is much useful and interesting first-hand detail. Generalization is left to the end and is based on previously observed provided facts. Each section ends with a short summary and a few well-chosen questions. There are eighty-two illustrations and thirteen maps.

KIRTLEY, MARJORIE E. *Australasia, Africa, the Americas. The Lands and the Peoples*. Our Wonderful World, Book IV. Part II. Warne. 160 pp. 1954. 4s. 6d. (See p. 353.)

MAMOUR, A. *The Americas*. The Complete Geography Series. Macmillan. 316 pp. 1940. 4s.

Chapters on the physical geography of the Americas are followed by regional studies. The photographs are good and additional interest is given to the subject-matter by numerous quotations from accounts by explorers and travellers. The section dealing with North America is now a little out of date, but that on South America is interesting and useful. (See p. 344.)

MURRAY, A. *North and South America*. The Study Map Note Books, Book IV. Collins. 128 pp. 1961 (1st pub. 1958). 5s. 3d.

This book is arranged like the others in the series. Each opening reveals a map or maps (in black and white) and facing text. The treatment is regional. The text is concise: the book is such as to be suitable for examination candidates. (See p. 356.)

PICKLES, T. *North and South America*. Modern School Geographies. Dent. 236 pp. 1960 (1st pub. 1933). 6s.

This book is attractively written, and its value greatly enhanced by a large number of illustrations. Exercises are given at the end of each chapter. (See p. 351.)

SIMPSON, A. R. B. *The Americas*. A Geography of the World. Bell. (See p. 347.)

STEMBRIDGE, J. H. *North and South America. The New World-Wide Geographies, Second Series, Book I.* O.U.P. 2nd edn. 1963. 288 pp. Limp 7s. 6d., boards 9s.

A brief general survey is followed by regional studies. The last two chapters deal with the shape and movement of the earth, latitude, longitude and time. There are varied and interesting pictures and clear maps. Exercises at the end of each chapter encourage pupils to make sketch-maps. (See p. 352.)

WHYBROW, S. J. B. *North and South America. Geography Notebooks, Book VI.* Dent. (See p. 347.)

2. Library Books

HERIVEL, E. B. *We Farmed a Desert.* Faber. 280 pp. 1957. 20s.

An account of a farming experiment carried out by the author and his family in the Atacama Desert, which contains good material for a sample study of the area. The book has fourteen illustrations and four maps.

WOODCOCK, G. *To the City of the Dead. An account of travels in Mexico.* Faber. 271 pp. 1957. 25s.

A vivid account of life in Mexico. The descriptive passages are particularly useful and the varied country, with its different land use and types of settlement, is depicted well. The book has twenty-nine illustrations and a map.

NORTH AMERICA

1. Textbooks

BUDDEN, L. M. *The British Isles and North America. Pictorial and Practical Geographies. Book III.* Evans. 112 pp. 1953. 7s. 6d.

Essential geographical relationships are well expressed and summarized in good sketch maps. At the same time attention is drawn to the importance of the study of detail in the proper use of the pictures selected. (See p. 354.)

BULL, G. B. G. *North America. Global Geographies, IV.* Philip. 380 pp. 1960. 12s. 6d. (See p. 347.)

Canada's Pacific Salmon. Canada's Atlantic Salmon. Two booklets prepared by the National Film Board of Canada, obtainable from H.M. Stationery Office. 2s. 6d. each.

COYSH, A. W., AND HUNT, D. M. *North America. Exercises in Modern Geography, Book V.* University Tutorial Press. (See p. 325.)

COYSH, A. W., AND TOMLINSON, M. E. *North America. Modern Geography, Book IV.* University Tutorial Press. (See p. 351.)

DURY, G.H., AND CHANDLER, T.J. *North America*. Nelson's Geography Texts. Nelson. 208 pp. 1959. 10s. 6d. (See p. 351.)

EYRE, A. *A New Geography of the Caribbean*. Philip. 168 pp. 1962. 8s. 6d.

A welcome new work on the Geography of the Caribbean. It is well produced and presented and is up to date. It is an adequate text for an 'O' level study of the Caribbean. A sound Regional geography text, bringing to light the most important aspects of each area studied. There are over forty maps and illustrations. V.H.W.

FAIRGRIEVE, J., AND YOUNG, E. *North America*. Real Geography, Book II. Philip. 110 pp. 7th edition. 1959. 6s. 3d. (See p. 354.)

HERDMAN, T. *The Prairies*. Colour Geographies, No. 13. Longmans. 40 pp. 1955. 3s. 6d.

In the study of a topic concerning the grasslands of North America this will be a stimulating source of facts and ideas for individual work. It includes the study of wheat farming in Saskatchewan and maize farming in Nebraska. It is illustrated with maps and diagrams in two colours, and full-coloured photographs of farming scenes in Nebraska form a special feature. (See p. 344.)

HERDMAN, T. AND HURWORTH, A. *The Northern Continents*. Modern Geographies. Book II. Longmans. 420 pp. 1956. 10s. 6d.

This is a general descriptive geography and is satisfactory. (See p. 351.)

HOBBS, J.S. *Asia and North America*. General School Geography—Alternative Course. E.U.P. (See pp. 297 and 346.)

HOBBS, J.S. *North America, Europe and the British Isles*. General School Geography Series. English Universities Press. (See p. 346.)

HOUSTON, J.F., AND RUSSEL, A. *Canada*. One Approach Geography-History Series. Oliver and Boyd. 116 pp. 1960 (1952). 4s.

A combination of human geography and social history builds up a picture of present-day life in Canada. In addition to many photographs there are line diagrams and maps. (See p. 352.)

HOUSTON, J.F., AND RUSSEL, A. *U.S.A.* One Approach Geography-History Series. Oliver and Boyd. 91 pp. 1963 (1951). 4s.

A history of the growth and settlement of the United States up to and including the present day. Throughout the emphasis is on the human aspect. Stimulating questions on each chapter supplement the text and encourage investigation and group work. A suitable book for the grammar school library. (See p. 352.)

JACKSON, N. AND PENN, P. *North America and Asia*. Groundwork Geographies. Philip. 236 pp. 1961. 8s. 6d.

A regional geography text based on the traditional approach of relief, climate, occupations and towns. The book is factual and contains exercises and quizzes at the end of each section. It is essentially a collection of sixty-eight lessons. There are over 100 illustrations and maps. (See p. 348.) V.H.W.

KERR, JAMES. *North America*. Modern Study Series. Chambers. 162 pp. 1962 (1st pub. 1961). Limp 9s. 6d., boards 10s. 6d., Teachers edition 11s. 6d.

A good textbook, using photographs and sketch-maps to aid study. The text is up to date and while dealing with the continent regionally selects samples for detailed study. Searching questions at the end of each section allow the text to be used really for reference to additional material. There is an index. **M.M.H.**

MCPHEDRAN, M. *Cargoes on the Great Lakes*. Harrap. 198 pp. 1954. 10s. 6d. *Out of print.*

Graphic accounts of the ships, men and ports on the Great Lakes. The book is suitable for the lower forms of the secondary school.

MEAD, W. R. AND LARGE, D. C. *United States of America*. How People Live Series. E.S.A. 104 pp. 1961. 9s. 6d.

One of a series of sample studies for the twelve to fifteen age group. A varied choice, e.g. a farm in Minnesota, an oil city, cotton country, with original material clearly and vividly illustrated. (See p. 348.) **K.M.M.**

MURRAY, A. *North America*. The Study Map Note Books, Book VII. Collins. 96 pp. 1963 (1st pub. 1957). 4s. 9d.

This book is similar to others in the series. (See p. 356.)

North America and Asia. Geography for Today, Book III. Longmans. 308 pp. 1956 (1st pub. 1939). 13s. 6d. *Also available separately: Asia, 9s. 6d. North America, 9s. 6d.*

The exploration and general geography of each continent is followed by regional sections. There are good maps and illustrations and abundant exercises. (See p. 346.)

PICKLES, T. *North America*. Dent. 288 pp. 1960 (1st pub. 1936). 6s.

In the main this is a useful textbook dealing with North America, Central America and the West Indies. Exercises at the end of each chapter contain much excellent statistical data, and the sketch-maps are simple and clear.

PICKLES, T. *North America*. Sketch-Map and Exercise Books, Book II. Murray. (See p. 324.)

RAYNS, A. W. *North America*. Bell's Concise Geographies. Bell. 64 pp. 2nd rev. edn. 1963 (1960). 5s. (See p. 343.)

SILLEY, P. T. *North America*. Secondary School Geographies. Schofield and Sims. 158 pp. 1962 (1st pub. 1951). 7s. 9d. Supplementary folio: 1s. 9d.

This survey of the geography of North America is suitable for general work with twelve- and thirteen-year-old pupils. It contains good maps and useful sources of informative statistics. (See p. 355.)

SPINK, H. M. AND BRADY, R. P. *The North Atlantic Nations*. New Ventures in Geography. Schofield and Sims. (See pp. 292 and 352.)

STEMBRIDGE, J. H. *North America and Asia*. The New Oxford Geographies, Book III. O.U.P. 1941 and reprints. 340 pp. 9s. 6d.

General introductory sections to each continent are followed by regional accounts. At the end of the book a comparison is made between North America and Asia. Pictures, maps and exercises add to the value of the book. (See p. 352.)

UNITED STATES INFORMATION SERVICE. *U.S.A. Its Geography and Growth*. Murray. 124 pp. Third edition 1960. 10s. 6d., library edition 12s. 6d.

There are pictures on every page and these form an essential part of the descriptions. The book gives a good idea of how Americans live and the use they have made of their land and its resources. It can be used as a textbook or for general reading. There are about 180 photographs, including seven pages in full colour. (See p. 346.)

E.R.G.

WHITE, T. AND PATERSON, W. W. *Between Golden Gate and Golden Horn. Living in Geography*, Book 3. Johnston and Bacon. 128 pp. 1961. 9s. 6d.

This book selects areas for study from North America and Western and Mediterranean Europe. The treatment is necessarily brief but well-chosen pictures and maps provide much material repaying careful study. (See p. 350.) I.V.Y.

WHYBROW, S. J. B. *North America*. Dent. 224 pp. 1961 (1st pub. 1946). 6s.

A well-written book dealing with North America, Central America and the West Indies at General Certificate level. It has a large number of good sketch-maps and clear diagrams. A useful feature is the interspersing of questions throughout the text in addition to those at the end of each chapter.

WHYBROW, S. J. B. *The Caribbean. Geography Notebooks*. Book XI. Dent. 32 pp. 1962 (1st pub. 1959). 2s. 6d. (See p. 347.)

2. Library Books

BAKELESS, K. AND J. *Explorers of the New World*. Bell. 222 pp. 1959. 7s. 6d.

A book intended for older children which traces the history of the exploration of the North American continent from 1492 onwards.

CALDER, R. *Men Against the Frozen North*. Allen and Unwin. 279 pp. 1957. 16s.

An account of a visit to the far North of Canada and Alaska by aeroplane, dog-sledge and snow tractor. Descriptions of landscape, way of life, flora and fauna, with a useful section on future development. There are thirty photographs, end-paper maps and five maps of the journey.

COOPER, P. F. *Island of the Lost*. Secker and Warburg. 254 pp. 1961. 21s.

The story of an exploration in and around King William Island, North Canada, to

discover the fate of the 1846 Franklin Expedition. Gives useful contemporary picture of the area and a much needed *real* view of Eskimo life there today. R.C.

DAWLISH, P. *The Race for Gowrie Bay*. O.U.P. 188 pp. 1959. 9s. 6d.
(See p. 239.)

INGRAM, J.H. *Young Traveller in Canada*. The Young Traveller. Phoenix. (See p. 356.)

PINKERTON, K. *Hidden Harbour*. John Lane The Bodley Head. 192 pp. 1954. (Reprinted 1958). 9s. 6d.

This book gives a story of Alaska in which the geographical background is authentic but incidental.

ROBBINS, L. *Kathy on Vacation*. Far and Near Readers. Chambers. 32 pp. 1956. Paper 1s. 4d., linson 1s. 8d.

A story of a holiday in California intended for more backward readers in secondary modern schools but with interesting geographical background material. There are thirty-two line drawings and a map.

ROWLANDS, J.F. *Cache Lake Country*. Black. 272 pp. 1952 (1st pub. 1948). 21s.

The son of a lumberman describes life month by month in the forests of Canada. The story is illustrated by attractive lino-cuts and simple diagrams. It includes much about the forests, and provides a practical woodman's lore.

RUTLEY, C.B. *Colin and Patricia in Canada*. Macmillan. (See p. 244.)

SIBLEY, D. *Canada*. Quest Library. Oliver and Boyd. 68 pp. 1963. 4s. 6d.

Human geography of Canada. Topical, up-to-date information on life in various parts of Canada. Much of the material is of the sample type (human mainly). Contains a 'Do it Yourself' section with sensible suggestions and list of background books for reading. Illustrated with photographs. (See p. 354.) M.M.H.

STEWART, R.N. *Dogs of the Northern Trails*. Far and Near Readers. Chambers. 32 pp. 1956. Paper 1s. 8d., linson, 2s.

A story of husky dogs in Alaska intended for backward readers in secondary modern schools but suitable also for juniors. It gives authentic geographical background. There are seventeen line drawings of houses, animals, etc., and two maps.

TOLBOON, WANDA. *People of the Snow: Eskimos of Arctic Canada*. The Challenge Books. Chatto and Windus. 96 pp. 1962. 9s. 6d.

A detailed description of the traditional way of life of the Eskimos is balanced by an account of the impact of modern civilization upon them and the provision of social services in recent years. No reference is made to the introduction of reindeer herds, which is a surprising omission. (See p. 343.) M.R.P.

TOYE, W. (Ed.). *A Book of Canada*. Collins National Anthologies. Collins, 416 pp. 1962. 12s. 6d.

Approximately one hundred and fifty extracts, classified by topics, which give a vivid picture of peoples, places and things in Canada, mainly in earlier days. Illustrated with photographs in black and white. (See p. 344.) K.H.N.

TOYE, WILLIAM. *The St. Lawrence*. O.U.P. (Toronto). 292 pp. 1959. 36s.

Produced in American format, this might provide useful information for secondary pupils of the history behind the St. Lawrence Seaway project. Illustrated.

YATES, ELIZABETH. *Young Traveller in the U.S.A.* The Young Traveller. Phoenix. (See p. 347.)

SOUTH AMERICA

1. Textbooks

BUDDEN, L.M. *The Southern Continents*. Pictorial and Practical Geographies, Book II. Evans. (See pp. 303 and 354.)

CAMPBELL, E.M.J. *The Southern Continents*. Global Geographies, II. Philip. (See pp. 303 and 347.)

COYSH, A.W., AND TOMLINSON, M.E. *The Southern Continents*. Modern Geography, Book VI. University Tutorial Press. (See p. 351.)

FAIRGRIEVE, J., AND YOUNG, E. *South America, Australia and New Zealand*. Real Geography, Book I. Philip. 110 pp., 6th edition 1959. 6s. 3d. (See p. 354.)

HOBBS, J.S. *The Southern Continents*. General School Geography—Alternative Course. E.U.P. 175 pp. 1962. 8s. 6d.

An alternate book to Vol. 2. *Introductory Course*. Concentrates on the more important regions. (See p. 346.) K.M.M.

HONEYBONE, R.C., AND ROBERSON, B.S. *The Southern Continents*. Geography for Schools, Book 2. Heinemann. 344 pp. 1958. 11s. 6d. (See pp. 317 and 346.)

MACDONALD, NORMAN. *Brazil*. Lands and Peoples. Black. 96 pp. 1959. 8s. 6d. (See p. 349.)

PENDLE, GEORGE. *Paraguay and Uruguay*. Lands and Peoples. Black. 96 pp. 1959. 8s. 6d. (See p. 349.)

PENDLE, G. *South America*. Oxford Visual Geographies. O.U.P. 96 pp. Reprinted 1963. 16s. 6d.

In this contribution to the Oxford Visual Geographies the author travels along the Pacific coast from Panama to Tierra del Fuego and then northwards along the Atlantic coast to Venezuela. The book gives a lively impression of what S. America is like today. There is a useful reading list. More maps would be an advantage. C.E.F.

PICKLES, T. *South America and Africa*. Sketch-Map and Exercise Books, Book V. Murray. (See p. 324.)

PICKLES, T. *South and Central America*. The Southern Continents, Book I. Dent. 144 pp. 1960 (1st pub. 1934). 6s.

The climatic conditions of all the southern continents are discussed in an introductory chapter, after which the general physical geography of the chief countries on the mainland and the West Indies is described. (See p. 355.)

REDMORE, G. B. *Under the Southern Cross: South America, Australasia and Africa*. Life and Livelihood Geographies, II. Murray. (See pp. 318 and 349.)

SILLEY, P. T. *South and Central America*. Secondary School Geographies. Schofield and Sims. 108 pp. 1961 (1st pub. 1951). 6s. 6d. Supplementary folio: 1s. 9d.

A clear, well-balanced book in which due prominence is given to Argentine, Brazil and Chile. It includes some interesting questions and exercises, and is illustrated with diagrams, photographs, maps and sketch-maps. (See p. 355.)

The Southern Continents. Geography for Today, Book II. Longmans. (See p. 306.)

SPINK, H. M. AND BRADY, R. P. *The Southern Lands*. New Ventures in Geography. Schofield and Sims. (See pp. 306 and 352.)

STEMBRIDGE, J. H. *The Southern Continents*. The New Oxford Geographies, Book II. O.U.P. 1941 and reprints. 340 pp. 9s. 6d.

A general discussion followed by regional studies of South America, Africa, Australia, New Zealand and the Pacific. (See p. 352.)

2. Library Books

BON, A. AND OTHERS. (Trans. by Laetitia Gifford.) *Brazil in Pictures*. Photographic Books. Duckworth. 1958 London (1950 Paris). 25s. This is a satisfactory source of pictures. (See p. 354.)

FLEMING, P. *Brazilian Adventure*. Cape. (See p. 330.)

AUSTRALIA, NEW ZEALAND AND THE PACIFIC ISLANDS

1. Textbooks

BUDDEN, L. M. *The Southern Continents*. Pictorial and Practical Geographies, Book II. Evans. (See pp. 303 and 354.)

CAMPBELL, E. M. J. *The Southern Continents*. Global Geographies, II. Philip. (See pp. 303 and 347.)

COYSH, A. W., AND HUNT, D. M. *Australasia*. Exercises in Modern Geography, Book VII. University Tutorial Press. (See p. 325.)

COYSH, A. W., AND TOMLINSON, M. E. *The Southern Continents*. Modern Geography, Book VI. University Tutorial Press. (See p. 351.)

EPTON, NINA C. *The Islands of Indonesia*. The Islands Series. Pitman. (See p. 349.)

FAIRGRIEVE, J., AND YOUNG, E. *South America, Australia and New Zealand*. Real Geography. Book I. 110 pp. 6th edition 1959. 6s. 3d. Philip. (See p. 354.)

HALLAM, J. H. *A Visual Geography of Australia*. Evans. 48 pp. 1961. 3s.

This book presents a well-balanced view of the essential features of the geography of Australia. Its material is carefully selected and it includes sample studies of the pastoralist, the wheat and sheep farmer and the south-eastern coastal farmer.

HONEYBONE, R. C., AND ROBERTSON, B. S. *The Southern Continents*. Geography for Schools, Book 2. Heinemann. 344 pp. 1958. 11s. 6d. It is a well-balanced textbook and is well illustrated. It contains a large number of excellent exercises and suggested activities. (See p. 346.)

JACKSON, NORA AND PENN, PHILIP. *The Southern Continents*. Groundwork Geographies. Philip. 226 pp. 1959. 8s. 6d. (See p. 348.)

KIRTLEY, MARJORIE E. *Australasia, Africa, the Americas. The Lands and the Peoples*. Our Wonderful World, Book IV. Part II. Warne. 160 pp. 1954. 4s. 6d. (See p. 353.)

LABORDE, E. D. *Oceania*. Nelson's Geography Texts. Nelson. 128 pp. 1959. 7s. 6d. (See p. 351.)

MAMOUR, A. *Asia and Australasia*. The Complete Geography Series. Macmillan. (See pp. 298 and 344.)

MONEY, D. C. *Australia and New Zealand*. Studies and Exercises in Human Geography, Book II. University Tutorial Press. (See p. 355.)

MURRAY, A. *Australia, New Zealand and the Pacific*. The Study Map Note Books, Book VI. Collins. 96 pp. 1961 (1st pub. 1958). 4s. 9d.

This book is arranged like the others in this series. Each opening reveals a map or maps (in black and white) and facing text. Treatment is by aspects (climate, sheep, etc.), then by states. (See p. 356.)

PICKLES, T. *Africa, Australia and New Zealand*. Modern School Geographies. Dent. (See pp. 305 and 351.)

PICKLES, T. *Australia, New Zealand and the Pacific Islands*. The Southern Continents, Book III. Dent. 144 pp. 1961 (1st pub. 1933). 6s.

This is a good textbook for the middle and upper forms of secondary grammar and technical schools. The climates of the southern continents are discussed in some detail, and historical factors are described briefly but well. (See p. 355.)

PICKLES, T. *The Southern Continents*. Sketch-Map and Exercise Books, Book VI. Murray. (See p. 324.)

RAYNS, A. W. *Southern Continents*. Bell's Concise Geographies. Bell. 96 pp. 1960. 6s. 6d. (See p. 343.)

REDMORE, G. B. *Under the Southern Cross: South America, Australasia and Africa*. Life and Livelihood Geographies, II. Murray. About 192 pp. 1963. 10s. 6d. limp, 12s. 6d. boards.

The book is attractively set out, with a wealth of pictures, diagrams and large-scale maps. The continents are dealt with on a regional basis and much use is made of sample studies. There are suggestions for 'something to do' for each chapter. (See p. 349.) E.R.G.

ROSE, A. J. *Australia*. How People Live Series. E.S.A. 108 pp. 1960. 9s. 6d. (See p. 348.)

SILLEY, P. T. *Australia and New Zealand*. Secondary School Geographies. Schofield and Sims. 88 pp. 1962 (1st pub. 1948). 6s. 6d. Supplementary folio: 1s. 9d.

This brief, generalized study contains elementary but satisfactory maps and good statistics. The exercises are reasonably selective. (See p. 355.)

SIMPSON, A. R. B. *Australia and New Zealand*. A Geography of the World. Bell. (See p. 347.)

The Southern Continents. Geography for Today, Book II. Longmans. (See p. 306.)

SPATE, O.H.K. *Australia, New Zealand and the Pacific.* Oxford Visual Geographies. O.U.P. 96 pp. Reprinted 1961. 16s. 6d.

This is a most attractively produced book. There are pictures on every page and the maps are clear and simple. The book gives an up-to-date picture of Australia and the emphasis is on human geography. It is comprehensive and clearly written.

SPINK, H. M. AND BRADY, R. P. *The Southern Lands.* New Ventures in Geography. Schofield and Sims. (See pp. 306 and 352.)

STEMBRIDGE, J. H. *Africa, Asia and Australia.* The New World-Wide Geographies, Second Series, Book II. O.U.P. 304 pp. 1950. 8s. 3d. limp, 9s. 6d. boards. (See p. 306.)

STEMBRIDGE, J. H. *Asia and Australia.* Oxford Progressive Geography. Senior Series, Book II. O.U.P. 204 pp. 1959. 9s. Published for African schools, this is an attractive, well-illustrated textbook which could be used profitably also in English Schools. (See p. 353.)

STEMBRIDGE, J. H. *The Southern Continents.* The New Oxford Geographies, Book II. O.U.P. 340 pp. 1941. 9s. 6d. (See p. 316.)

SYME, R. *The Windward Islands.* The Islands Series. Pitman. Paper 2s. 6d., limp 3s. each.

A series of well-illustrated, short reading books covering the history and present scene in the islands. (See p. 349.)

WHYBROW, S. J. B. *Australia and New Zealand.* Geography Notebooks, Book I. Dent. (See p. 347.)

2. Library Books

BEATTY, B. *Here in Australia.* Cassell. 200 pp. 1959. 21s.

Written by an Australian, who frequently broadcasts for the Australian Broadcasting Commission, this book is colourful and enthusiastic. The treatment is selective rather than exhaustive but the topics chosen deal with a variety of aspects of the Australian scene. K.H.N.

ELLIOTT-CANNON, A. *Australia.* Quest Library. Oliver and Boyd. 68 pp. 1962. 4s. 6d.

Background book on Australia dealing mainly with historical and modern human aspects. Up-to-date information on the states, work in Australia, travel, modern engineering undertakings. A 'Do it Yourself' section for finding further information, and suggestions for projects. Illustrated with photographs and drawings and a picture map. (See p. 354.) M.M.H.

EMMETT, E. T. *Tasmania by road and track*. Melbourne Univ. Press (C.U.P.) 1st. pub. 1952, paperback 1962. 8s. 6d.

The record of a series of journeys on foot across many parts of Tasmania. Moderately interesting travel book about a little-known region, illustrated with black-and-white photographs and three maps. M.W.

HARROP, HILDA M. *Young Traveller in New Zealand*. The Young Traveller. Phoenix. (See p. 356.)

IREMONGER, LUCILLE. *Young Traveller in the South Seas*. The Young Traveller. Phoenix. (See p. 356.)

KITCHING, E. M. *Jackaroos*. Far and Near Readers. Chambers. 32 pp. 1956. Paper 1s. 4d., linson 1s. 8d.

A story of a journey to, and some everyday events on, an Australian sheep station intended for backward readers in a secondary modern school. It provides some geographical background and there are thirty-four line drawings and one map.

MARRIOTT, E. P. W. *Papua and New Guinea in Pictures*. Macmillan. 96 pp. 1956. 4s. 6d.

An excellent collection of well-reproduced, authentic pictures of Papua and New Guinea, illustrating village and house types, agriculture, boat building, transport, crops, etc. The accompanying simply written commentary is designed for scholars in the primary schools of New Guinea.

MILLEN, B. *Discovering Modern Australia*. The Discovery Reference Books. U.L.P. 112 pp. 1963. 10s. 6d.

Descriptive background to geography for secondary schools. (See p. 345.) B.S.R.

MONYPENNY, KATHLEEN. *Young Traveller in Australia*. The Young Traveller. Phoenix. (See p. 356.)

MOORE, T. INGLIS. (Ed.). *A Book of Australia*. Collins National Anthologies. Collins. 320 pp. 1961. 10s. 6d.

An anthology of prose and poetry selected from a wide range of Australian literature which gives a representative picture of the country, its people and their ways of life and thought. Illustrated with black-and-white photographs. (See p. 344.)

K.H.N.

NOLAN, C. *Outback*. Methuen. 223 pp. 1962. 36s.

A well-illustrated and well-written travel story describing the author's journeys by air, rail and truck through Central Australia and along the north-western coasts by ship. M.S.

MAP READING

ALLISON, J. E., AND BOON, E. P. *A Modern Map Book for School Certificate*. Johnston. 1955 (4th edition). Manila 6s.; limp linson 6s. 6d.

An introduction to Ordnance Survey maps with good, clear photographs and useful, if somewhat stereotyped, exercises.

BIRCH, T. W. *Map and Photo Reading*. Arnold. 64 pp. 1956. 16s.

This useful book provides abundant material for picture study and map reading. Nine contrasting areas of the British Isles have been selected. Each area is shown in photographs, ground, aerial or photomosaic and a series of graded questions is asked. Picture and questions are followed by an Ordnance Survey map sample of the area depicted, with questions. Ten Ordnance Survey map samples are included varying in scale from 1/2,500 to the 1/63,360 (Seventh Edition). Questions are set in three grades of difficulty followed by a revision grade.

BIRCH, T. W. *Answer Book to Map and Photo Reading*. Arnold. 16 pp. 1956. 2s. 6d.

This provides a set of simple answers to the ninety-six sets of questions.

BIRCH, T. W. *Maps. How Things Developed*. E.S.A. 89 pp. 1963. 9s. 6d.

A simple account of the development of map, atlas and globe with a detailed first chapter of map making by a group of children. The mapping of Britain, Air Surveys and the draughtsman at work are also described. (See p. 348.) K.M.M.

BOXHALL, C. AND DEVEREUX, E. J. P. *Contours*. Philip. 32 pp. 8th edition 1961 (1st pub. 1938). 3s. 9d.

An elementary examination of land forms as shown by contoured maps, illustrated by sketches of landscape and block diagrams. Exercises and an extract from the 1-in. Ordnance Survey map are included.

CHRISTODOULOU, D. *Cyprus Certificate Geographies. Book I*. Longmans. 199 pp. 1954. 7s. 6d.

This book, designed to help students preparing for the Cyprus Certificate Examination, covers Sections I and II of the syllabus for the Certificate.

COX, C. H. AND MAGGS, A. J. *Exercises on Ordnance Maps*. Bell. 32 pp. 1961 (revised edition). 3s. 6d.

Useful exercises for children who have already had a good grounding in map interpretation. Grid references are frequently used, but unfortunately the grid lines on the map extracts are not numbered. Aerial photographs are related to the map extracts. A.M.C.

COYSH, A. W., AND HUNT, D. M. *Elementary Mapwork*. University Tutorial Press. 32 pp. 1963 (1st pub. 1938). 2s. 6d.

A preliminary map exercise book leading to Book III, *Map Reading*, in the series 'Exercises in Modern Geography', by the same authors (see below). The Ordnance Survey map extract is taken from the Seventh Series. J.F.H.

COYSH, A. W., AND HUNT, D. M. *Map Reading. Exercises in Modern Geography, Book III*. University Tutorial Press. (See p. 325.)

D'AGAPEYEFF, A., AND HADFIELD, E. C. R. *Maps. The Compass Book*. O.U.P. 199 pp. 1950 (1st pub. 1942). 7s. 6d.

Under the heading of map-making, the authors describe simple surveying and the use of instruments, and map projections. A short section on map reading deals

with scale, orientation and grid references. Finally, the history of maps is outlined from the earliest map-makers to present-day air maps. There are some interesting reproductions of old maps and a number of clear and useful diagrams. The treatment of surveying and map projections is particularly valuable.

DOBBY, E. H. G. *Maps for Malayans*. U.L.P. (See p. 326.)

EDWARDS, K. C. (Ed.). *British Landscapes Through Maps*. (See the Geographical Association, p. 206.)

ELWOOD, A. G. F. *Essentials of Map Reading*. Harrap. 48 pp. 1959. (1st edition 1946). 2s. 6d.

Though intended for Cadet Corps and Scouts, this book contains many useful hints; it is straightforward and fundamental. The use of the modern grid is included.

ESSON, C. C., AND PHILIP, G. S. *Map Reading Made Easy*. Philip. 96 pp. 1943 (1st pub. 1919). 6s. 6d.

In addition to map reading, the book deals in some detail with map making, using a plane table, prismatic compass and other instruments. Appendices contain advice on lettering and drawing. There are many clear diagrams.

FAIRGRIEVE, J., AND YOUNG, E. *Contour Book*. Philip. 20 pp. 1952 (1st pub. 1912). 2s.

Black-and-white contour maps are accompanied by exercises with spaces for the pupil to work exercises, draw sections and maps.

FAIRGRIEVE, J., AND YOUNG, E. *Junior Contour Book*. Philip. 24 pp. 1961 (1st pub. 1922). 2s.

A formal treatment of contour through graded exercises, designed as a simple introduction to the *Contour Book* by the same authors (see above).

FERRIDAY, A. *Map Books*. Macmillan. (See pp. 326 and 350.)

FERRIDAY, A. *Map Reading for Schools*. Macmillan. 50 pp. 1950 (1st pub. 1946). 3s. 6d.

An introduction to ordnance map work, with diagrams, maps and good synopses of different types of country. It also contains a short, but useful, vocabulary of place-names, and six text maps with questions. As in most works on this subject, many teachers will find points of criticism in this book, but it covers a good deal of valuable ground.

GERMAN, G. A. *A Notebook of Ordnance Survey Map Reading*. Arnold. 44 pp. 1926. 3rd edition 4s.

A well-graded course on map reading and interpretation which could be used as a class exercise book or by individual pupils working at their own rate. The main part consists of contour maps with exercises based on the Joint Matriculation Board Examination questions. With one exception, the maps are on 1-in. to the mile or smaller scale.

GOODSON, J. B., AND MORRIS, J. A. *A Contour Dictionary*. 56 pp. Harrap. 1962 (1st pub. 1945). 7s. 6d.

It provides a new approach to training in reading Ordnance Survey maps, introducing progressively contour patterns to represent land forms. All the samples are taken from actual pieces of country and the Ordnance Survey sheets quoted. Settlement patterns and other features are introduced in a similar way; 1-in. and 2½-in. maps are helpfully analysed. Test papers and exercises at General Certificate Ordinary Level are included. (See *Map Reliefs Ltd.*, p. 157.)

HOBLEY, L. F. *Geography Through Maps*. Blackie. *In preparation*.
A series of nine booklets for secondary pupils, illustrated in one colour and black.

HOBLEY, L. F. *How to Use an Atlas*. Blackie. 144 and 120 pp. 1960.
With answers 5s. 3d., without answers 4s. 9d.

With fifty maps and diagrams, eighty-two sets of exercises, this is graded work aimed at discovering the variety and properties of atlas maps as well as examining ancillary information. R.G.D.

LOCKEY, B. *The Interpretation of Ordnance Survey Maps and Geographical Pictures*. Philip. 32 pp. 1962 (1st pub. 1938). Paper 5s.
Teacher's Book: 6s. 6d.

The fundamentals of map reading are revised, stages in the interpretation of maps discussed and hints given on the interpretation of pictures. This is a useful book designed mainly for the pupil preparing for the General Certificate examination at Ordinary Level.

MARTIN, H. W. *Ordnance Survey Maps in Schools*. Arnold. 72 pp.
1960. 5s.

This is intended as a comprehensive course in map reading for secondary schools. Early chapters explain scale, representation of relief, etc. with the aid of diagrams. These are followed by a section on O.S. map series. The final chapters contain specimen exercises. The maps accompanying these exercises are based on actual O.S. maps, but they are in black and white only, with selected details and no grid. They are therefore very different from actual O.S. maps. W.A.C.

MEUX, A. H. *Reading Topographical Maps*. U.L.P. 84 pp. 1960. 10s. 6d.
Full orthodox cover of subject. B.S.R.

MIDGLEY, C. *Know Your Atlas*. Wheaton. 84 pp. 1963 (1st pub. 1950).
3s. 6d.

This is undoubtedly a most valuable book. With chapters on the different kinds of map and on using the index it provides a practical and scientific approach to the atlas. There are plenty of exercises, often useful in themselves but also suggesting many others. The book is mainly suited to secondary school work.

MIDGLEY, C. *The Map Unfolds, a Course in the Use of Maps in the Field*. Wheaton. 48 pp. 1963 (1st pub. 1955). 3s. 9d.

This book is intended to follow the books *Look at the Map* and *The Magic Map* (see p. 231) and emphasizes the use of maps out of doors. It is a useful, stimulating and up-to-date course and the exercises on map reading include map references, a commando exercise, maps from pictures and the reverse, compass bearings and the setting of a map. There are many illustrations and a section of a 2½-inch Ordnance Survey map.

PICKLES, T. *Elementary Map Reading*. Dent. 32 pp. 1961 (1st pub. 1942). 3s.

This is a useful introduction to map reading for the lower forms in secondary schools. Suitable use is made of block diagrams. Exercises are based mainly on portions of the 6-in. and 25-in. plans of the Ordnance Survey.

PICKLES, T. *Intermediate Map Reading.* Dent. 48 pp. 1960 (1st pub. 1949). 5s. 6d.

Considerable use is made of aerial photographs and block diagrams, in addition to six extracts from Ordnance Survey maps in colour, half-tone plates and many line drawings in the text. The book is suitable for the middle forms of the secondary grammar school, although few teachers will have the time to work right through it.

PICKLES, T. *Map Reading.* Dent. 40 pp. 1961 (1st pub. 1937). 4s. 9d.

A mapping exercise book intended primarily for candidates preparing for the General Certificate examination. Pages 1 to 20 are introductory and explanatory; the remainder consists of exercises. Five full-page extracts from Ordnance Survey maps are included, all with the National Grid.

PICKLES, T. *Sketch-Map and Exercise Books.* I. The British Isles. 48 pp. 1942. II. North America. 48 pp. 1942. III. Europe. 48 pp. 1949. IV. General World Geography. 52 pp. 1946. V. South America and Africa. 48 pp. 1943. VI. The Southern Continents. 48 pp. 1950. VII. Asia. 48 pp. 1956. VIII. Physical and Economic Geography. 48 pp. 1959. Murray. 3s. each.

A series of much simplified sketch maps in bold outline and lettering, designed to be traced or copied and memorized by the pupil.

SECK-CHIM, CHONG. *Advanced Contour Workbook.* Wheaton. 55 pp. 1955. 3s. 9d.

The book contains black-and-white contour maps, simple block diagrams and two sections of Malayan survey maps; spaces are provided in which the pupil can write answers and draw sections and maps. In English schools it would be useful in the early stages of G.C.E. work on Ordnance Survey maps.

SIMPSON, B. *Geological Map Exercises.* Philip. 64 pp. 2nd imp. 1961 (1960). 7s. 6d.

Intended for pupils beginning Geology and useful for both 'O' and 'A' levels of G.C.E. Essential in any geological map study, being well produced and presented clearly. V.H.W.

SPINK, H. M AND BRADY, R. P. *Map Reading Book.* New Ventures in Geography. Schofield and Sims. 92 pp. 1963 (1st pub. 1957). 8s.

A useful introductory book, well illustrated with diagrams and maps. (See p. 352.)

WAUGH, E. *A School Certificate Mapping Book.* Murray. 32 pp. 1949 (1st pub. 1933). 3s.

Practical exercises in map reading and simple map construction and interpretation, largely based on School Certificate Examination questions of various boards. A few weather map exercises are included. It is intended that the pupil should work the exercises in the book on the contour maps and spaces provided. This is a companion volume to *A Middle School Mapping Book*, by C. E. Clowser. (Out of print.)

WOOD, MARGARET. *Map Reading for Schools*. Harrap. 80 pp. 1963 (1st pub. 1939). 9s. 6d.

This excellent book contains carefully chosen samples of 1-in., 2½-in., 6-in. and Land Utilization maps, allied to photographs, sketches and block diagrams of the same areas. The exercises are varied in both subject matter and difficulty, giving practice in the study of both physical and human geography. (See p. 157, *Map Reliefs Ltd.*)

WOOD, MARGARET. *Map Studies and Landscape Types*. Harrap. (See below.)

PICTURE READING

ALLPRESS, J.D. *Visual Geography: Physical and Human Geography*. Harrap. 64 pp. 1962. 8s. 6d.

All the photographs, which include a number of aerial obliques, are accompanied by questions, ranging from easy to more difficult. Not all the areas photographed are located. Specimen answers are given in two cases. E.R.G.

DURY, G., AND MORRIS, J.A. *The Land from the Air. A Photographic Geography*. Harrap. 104 pp. 1958. 8s. 6d.

This book contains twenty full-page aerial photographs of parts of the British Isles each with explanatory descriptions, sketch-maps and diagrams, and exercises for pupils up to Ordinary Level G.C.E. The photographs are graded in difficulty and include examples of physical features, settlements, land use and industry. References are given to appropriate 1 in. and 1:25,000 maps and there are suggestions for further reading on each subject. It is a very useful book for training in reading aerial photographs.

WOOD, MARGARET. *Map Studies and Landscape Types*. Harrap. 64 pp. 1963. 15s.

Maps of various scales are used with photographs, diagrams and the text in the interpretation of landscape. E.R.G.

PRACTICAL GEOGRAPHY: QUESTIONS AND EXERCISES

AHERN, J.H. *Miniature Landscape Modelling*. Percival Marshall. 133 pp. 1955 (1st pub. 1951). 10s. 6d.

A very useful book which gives the technique of making models of the landscape. Chapters deal with such features as roads and waterways and afforestation, and include practical hints on landscape foundation, treatment of grass, rock, hillsides and lighting.

COYSH, A.W. AND HUNT, D.M. *Elementary Map Work*. University Tutorial Press. (See p. 321.)

COYSH, A.W., AND HUNT, D.M. *Exercises in Modern Geography*. I. The World. 8th edition 1963. II. The British Isles. 1961 (1st pub. 1936). III. Map Reading. 1963 (1st pub. 1936). IV. Europe. 1963

(1st pub. 1937). V. North America. 1962 (1st pub. 1937). VI. Central and South America. 1963 (1st pub. 1938). VII. Australasia. 1963 (1st pub. 1938). VIII. Africa. 1962 (1st pub. 1938). IX. Asia. 1962 (1st pub. 1939). X. The British Commonwealth of Nations. 2nd edition 1957. University Tutorial Press. 3s. each (Book III, 4s.).

This useful series contains systematic exercises designed to encourage Atlas study and photographs for critical analysis. It provides a workmanlike guide to revision for Middle and Upper forms leading to the General Certificate of Education at 'O' level. The new editions have been revised to incorporate up-to-date material; in particular Books VIII and X. In Book III, one-inch O.S. extracts are from the seventh series and the section on weather forecasts has been revised. J.F.H.

DOBBY, E.H.G. *Maps for Malayans*. I. Malay and the Malayans. 16 pp. 1s. 3d. + 3½d. II. Malaya and Southeast Asia. 24 pp. 1s. 6d. + 4d. 1953 (1st pub. 1950). Book III. 2s. 6d. + 6½d. U.L.P.

Standard-type exercise books in sketch map work and map reading up to General Certificate (Ordinary Level), the content being drawn from South-east Asia. They are obtainable only in Malaya.

FERRIDAY, A. *A Map Book of World Geography*. 72 pp. 1961 (1st pub. 1948). 5s. *A Map Book of the British Isles*. 48 pp. 1962 (1st pub. 1937). 3s. 6d. *A Map Book of Europe for Senior Forms*. 64 pp. 1963 (1st pub. 1939). 4s. 9d. *A Map Book of Asia for Middle and Senior Forms*. 68 pp. 1961 (1st pub. 1940). 5s. *A Map Book of North America for Middle and Senior Forms*. 68 pp. 1963 (1st pub. 1940). 5s. *A Map Book of Africa and South America for School Certificate Forms*. 64 pp. 1962 (1st pub. 1940). 4s. 9d. *A Map Book of Australasia for Middle Forms*. 48 pp. 1959 (1st pub. 1941). 3s. 6d. Macmillan.

The main geographical features, physical and economic, of each region are presented in map form with accompanying synopses of relevant information. Exercises and questions are included and map drawing is encouraged. These books provide up-to-date condensed information suitable for revision purposes at the appropriate levels in secondary modern and grammar schools.

GUINERY, M. *Revising for School Certificate Geography*. Allen and Unwin. 78 pp. 1962. 5s.

A commonsense approach to preparation for examinations in geography for candidates at overseas centres. I.V.Y.

MONKHOUSE, F.J. *Landscapes from the Air*. C.U.P. 64 pp. 1959. 8s.

STEMBRIDGE, J.H. *The Oxford Geographical Note-books for Secondary Schools*. I. The British Isles. 48 pp. 3s. 3d. II. North America. 32 pp. 2s. 6d. III. South America. 32 pp. 2s. 6d. IV. Africa. 32 pp. 2s. 6d. V. Australia and New Zealand. 32 pp. 2s. 6d. VI. Asia. 32 pp. 2s. 6d. VII. Europe. 48 pp. 3s. 3d. VIII. World. 56 pp. 3s. 3d. IX. British Commonwealth 3s. 3d. (plus purchase tax) O.U.P. 1956-1960.

These note-books are intended for individual use during a five-year course, but can be worked in any order. Some photographs of geographical interest are included in addition to many examination questions. Used in conjunction with a good textbook, this series is useful for revision.

TAYLOR, E.G.R. *Foundation Exercises in Geography*. I. The British Isles. II. Europe. III. The Americas. IV. Africa, Asia, Australia. V. The British Empire and Commonwealth. VI. The World. VII. Wales and Monmouthshire. VIII. Scotland. Philip. 32 pp. each. 2s. each.

Simple exercises are related to sketch-maps on opposite pages and involve the recognition and naming of various topographical features. Part VII attempts some economic geography. The books are intended for individual work and encourage reference to atlases and other authorities.

TAYLOR, E.G.R. *A Sketch-Map Geography*. Methuen. 164 pp. 1950 (1st pub. 1921). 9s. 6d.

This is a useful class textbook, suitable for secondary modern and grammar schools. The maps, which are limited to black and white and somewhat overcrowded, need careful treatment. Helpful exercises increase the value of the book.

THURSTON, C.B. *Progressive Exercises in Practical Geography*. I. Elementary Map Work and the British Isles. II. Africa and Australasia. III. The Americas. IV. Eurasia. V. Britain and the World in Outline. Arnold. Each 28-32 pp. 1931-1936. Books I-IV, 3s. 3d., Book V, 3s. 6d.

A well-graded series of exercise books consisting largely of outline maps to be filled in or completed. There are also exercises on Ordnance Survey maps, on section drawing, the use of climatic and statistical data and, in Books I and V, on the interpretation of pictures. The series is designed for use with *A Progressive Geography*. It would be suitable as a revision course for examination purposes for pupils working independently.

WALKER, J.H. *A Sketch-map Geography*. Arnold. 144 pp. 1958 (1st pub. 1939). 10s.

Each section of the book contains at least one full-page sketch-map and a summary of the most important geographical features of one area of the world, the British Isles being treated in greater detail than the rest. Examination questions are provided on each section. This is a brief but generally satisfactory revision course which could be used for individual study. It has been brought up to date in the last edition.

WEST, A.J.F. AND ROSE, J. *A Photographic Geography for Certificate Examinations*. Harrap. 64 pp. 1961 (1st pub. 1957). 4s. + 10d., limp. Most of the twenty-five half tone photographs are of scenes of agricultural or economic Geography. There are simple questions for each picture. E.R.G.

WHYBROW, S.J.B. *Practical Map Books*. I. Great Britain and Ireland. II. Europe. III. Asia. IV. North and South America. V. Africa. VI. Australia and New Zealand. Dent. Each 32 pp. 2s.

These books are useful supplements to the textbook. Each contains outline sketch-maps with associated questions and space for the pupil's answers. When corrected

and annotated they should provide useful summaries, drawn up by the pupils themselves. This series will be a great help to the non-specialist geography teacher.

WRIGHT, W.D. *Can You Tell Me?* Dent. 80 pp. 1961 (1st pub. 1941). 3s.

The answers to over 600 questions may be found by the pupil by reference to an atlas. It is probable that little of the information garnered in this way will be remembered, but that is of little importance; any book which encourages the pupil to find things out for himself is not to be despised.

TRANSPORT AND COMMUNICATIONS

ALLEN, AGNES. *The Story of the Highway*. Faber. (See p. 237.)

DE MARE, E. *The Canals of England*. Architectural Press. 124 pp. 1950. 21s.

A beautifully illustrated description of the canals of England. The history of their construction, the mechanical details of how they work, their present use and future possibilities are all covered. D.H.

GARLAND, ROSEMARY. *Lighthouses*. How Things Developed Series. E.S.A. 96 pp. Reprint 1962 (1958). 9s. 6d. boards, 7s. limp.

HARNACK, E.P. (Ed.) *All about Ships and Shipping*. 729 pp. 1959 (1st pub. 1903). Faber. 32s. 6d.

A mine of information about sailing ships, the Merchant Navy and the Royal Navy.

LEE, LAURIE AND LAMBERT, DAVID. *The Story of Transport—Man Must Move*. Rathbone Press. 93 pp. 1960. 21s.

This is an excellent production with over 300 illustrations, including maps, many in colour. P.M.W.

MASON, PETER. *Bridges and Roads*. How Things are Made Series. E.S.A. 96 pp. 1962. 9s. 6d. boards, 7s. limp.

The development of roads and bridges from early times to the present day. Pictures and diagrams particularly good. K.M.M.

MORRIS, R.W. *Transport, Trade and Travel through the Ages*. Understanding the Modern World. Allen and Unwin. 32 pp. 1958 (1st pub. 1948). School edition 4s. 6d., library edition 6s. 6d.

A description of movement throughout the world at different periods and by different methods. The book is well illustrated with maps, line drawings and diagrams, closely related to the text. (See pp. 256 and 356.)

NOCK, O.S. *Branch Lines*. Batsford. 184 pp. 1957. 25s.

NOCK, O.S. *Railways of England*. Batsford. 224 pp. 1962. Paperback edition 5s. Illustrated.

NUNNELEY, F. W. *A Port. How to Explore Series.* E.S.A. 96 pp. Reprint 1959 (1957). (See p. 282.)

RAYNER, P. R. *Traders and Carriers.* Kingsway Social Geographies, Book V. Evans. 143 pp. 1949 (1st pub. 1936). 4s. 3d.

The book traces the development of trade from the methods of barter to the modern use of money, and the growing dependency of traders on all types of transport. A concluding chapter to the series, 'Why We Study Geography', is reflective. The historical approach adopted in this book suggests the possibility of extending notebook work to relate the story to current events. (See p. 349.)

REDMAYNE, P. (designed and edited by). *Transport by Air. The Changing Shape of Things.* Murray. 48 pp. 1952. 15s.

A very useful source book for the study of air transport. It is historical in approach. (See p. 343.)

REDMAYNE, P. (designed and edited by). *Transport by Land. The Changing Shape of Things.* Murray. 48 pp. 1959. 15s.

A most useful and well-illustrated text in the study of transport by land as a topic. It is historical in approach. (See p. 343.)

REDMAYNE, P. (designed and edited by). *Transport by Sea. The Changing Shape of Things.* Murray. 48 pp. 1950. 15s.

A well-illustrated book, very useful in the study of shipping as a topic. It is historical in approach. (See p. 343.)

ROLT, L. T. C. *Inland Waterways. How Things Developed Series.* E.S.A. 96 pp. Reprint 1962 (1958). 9s. 6d. boards, 7s. limp.

SAWREY-COOKSON, R. B. *Roads. How Things Developed.* E.S.A. 96 pp. Reprint 1962 (1951). 9s. 6d. and 7s.

This is an elementary study of the history of our roads.

EXPLORATION AND TRAVEL

1. Textbooks

Adventure Today. The Heritage of Literature Series. Longmans. 182 pp. 1955. 4s. 6d. (See pp. 250 and 348.)

A collection of eight extracts from modern travel literature.

BOOG-WATSON, ELSPETH J., AND CARRUTHERS, J. ISABEL. *Beyond the Sunset.* O.U.P. 208 pp. 1949 (1st pub. 1934). 6s. 6d.

Each chapter is devoted to a field of exploration and the great names associated with it. The wide variety of topics includes the North-West Passage, Africa (Mungo Park and Livingstone) and flight over Everest. This is an attractive book with varied illustrations and maps, suitable for the lower and middle forms of the secondary school.

CLARK, D. (Ed.) *Explorers and Discoverers. Man's Achievement.* Longmans. 122 pp. 1951. Paper, 4s. 6d.
A useful book for background reading. (See p. 350)

CLARK, D. (Ed.) *Ships and Seamen. Man's Achievement.* Longmans. 120 pp. 1950. cased, 6s. 6d.

A small, readable book describing ships and seamen of various ages and places. It contains several useful extracts from original documents and from literature. (See p. 350.)

CLEMENTS, R. *A Gipsy of the Horn.* The Heritage of Literature. Longmans. 1938. 4s. 6d.

This is an abridged edition of the original narrative of a voyage round the world in a windjammer. (See p. 348.)

CROFT, A. *Polar Exploration.* Black. 280 pp. 1947 (1st pub. 1939). 7s. 6d.

An introduction on the history of early exploration in the Arctic and Antarctic is followed by a description of some of the outstanding expeditions of this century. The book has good photographs and eight useful maps and provides a useful synopsis of recent polar exploration.

DEBENHAM, F. *In the Antarctic.* Murray. 146 pp. 1952. 8s. 6d. School edition 5s.

The book deals with the lighter side of Scott's last expedition, with anecdotes of members, and sections on dogs, penguins and whales. It gives extracts from the members' journal, 'South Polar Times', including copies of numerous sketches. It is admirably suited for background reading for a wide age range, especially after the more serious accounts of the expedition have been read.

EGGLER, A. *The Everest-Lhotse Adventure.* Allen and Unwin. 224 pp. 1957. 21s.

The story of the Swiss Expedition of 1956. Is primarily concerned with the business of climbing, though there is incidental reference to glaciology and the customs of adjacent areas.

FINCH, R. *The London Books of Discovery and Exploration.* U.L.P. (See p. 226.)

FLEMING, P. *Brazilian Adventure.* Cape. 376 pp. 1952 (1st pub. 1933). 21s.

This is a first-class travel book, excellently written. It provides first-hand geographical facts about the Central Brazilian Plateau and its rivers, especially that part where Colonel Fawcett disappeared whose fate Peter Fleming attempted to discover in the expedition.

FLEMING, P. *News from Tartary.* Cape. 384 pp. 1951 (1st pub. 1936). 30s.

Describing his journey from Peking to Kashmir, the author gives first-hand material of great value to the teacher of geography.

FUCHS, SIR VIVIAN AND HILLARY, SIR EDMUND. *The Crossing of Antarctica*. Edited for schools by Andrew Scotland. Cassell. 160 pp. 1960. 8s. 6d.

Abridged school edition, illustrated with 4 maps and 32 pp. of monochrome photogravure.

GRANT WHITE, J. AND A. *Jungle Down the Street*. Phoenix. 222 pp. 1958. 21s.

This book portrays vividly a voyage up the River Amazon to Iquitos. There are good descriptions, fifty full-page photos and sketch-maps.

HOBLEY, L.F. *Early Explorers*. 80 pp. 1954. 10s. 6d. Methuen's Outlines.

This is intended as a fully indexed book of reference. The treatment is systematic and continuous, there being no chapters but a series of appropriately-headed sections. All types of exploration are touched upon from early times to the late fifteenth-century Cape route to India. This is a useful library book for background geographical study.

HOBLEY, L.F. *Exploring the Americas*. Methuen's Outlines. Methuen. 76 pp. 1955. 12s. 6d.

A comprehensive account of the discovery and exploration of the Americas from the earliest voyages of the Chinese and the Vikings to the recent surveys of Greenland and the Arctic, indicating the geographical factors which have exerted a controlling influence upon discovery. There are seventy-four maps and drawings.

HOBLEY, L.F. *Exploring the Pacific*. 76 pp. 1957. 12s. 6d. Methuen's Outlines.

HOBLEY, L.F. *Opening Africa*. Methuen's Outlines. Methuen. 80 pp. 3rd edition 1962 (1959). 12s. 6d.

This book traces the exploration of the 'dark continent', and after showing the part played by N. Africa in ancient times and in the Moslem advance, traces the European opening of Africa from early Portuguese explorations, ending with a brief survey of modern Africa. There are sixty-five maps and drawings.

HUNT, SIR JOHN. *The Ascent of Everest*. U.L.P. 160 pp. 1954. Senior edition.

A readable account in which much of the scientific background of the ascent is included.

LAMB, G.F. *The Spirit of Modern Adventure*. Harrap. 206 pp. 1955. 9s. 6d.

This book tells the stories of some twentieth-century adventurers—explorers, escapers, flyers and others. It is well suited to boys in the lower and middle forms of secondary schools.

LEWIS, N. *A Dragon Apparent*. Cape. 317 pp. 1951. 21s.

This account of the author's travels in Indo-China forms an excellent source of background information, with very good illustrations.

LLOYD, C. *Captain Cook*. Faber. 172 pp. 1952. 15s.

A well-written account of the seafaring life of Captain Cook. The approach is historical, but there is much geographical information about the voyages and landings, and the book gives a good introduction to the achievements of this explorer. Four photographs and two maps of the voyages are included.

LOCKITT, C.H. (Ed.) *The Adventure of Travel*. The Heritage of Literature. Longmans. 187 pp. 1948. 4s. 6d.

A useful collection of short extracts from travel literature which should encourage children to read the full accounts. (See p. 348.)

MORIN, M. *Everest*. Harrap. 208 pp. 1955. 12s. 6d.

Interesting accounts of the ten expeditions to Everest, attractively illustrated. A book for the secondary library though the print is regrettably rather small.

NEURATH, MARIE, AND LAUWERYS, J.A. *How the World was Explored*. A New Look at World History. Parrish. 36 pp. 1959 (1st pub. 1952). Standard edition 7s., library edition 8s. 6d.

Using the well-known technique of coloured symbols, the chief facts of the exploration of the world are shown and some of the results indicated. This is a stimulating study in visual terms.

PARKER, E.W. (Selected by). *Real Adventure*. The Heritage of Literature. Longmans. 175 pp. 4s. 6d.

These narratives of personal adventure should encourage children to read the full stories and stimulate interest in travel and exploration. (See p. 348.)

POWNALL, E. *Exploring Australia*. Methuen's Outlines. 80 pp. 1958. 12s. 6d. (See p. 351.)

SAMBROOK, G.A. (Ed.) *Sea Voyages of Exploration*. Macmillan. 234 pp. 1950. 7s. 6d.

Although this book was designed as a reading book in English literature, a great many of the extracts are taken from accounts written by the explorers themselves and thus provide a good link between geography and literature.

SCOTT, CAPTAIN R.F. *Scott's Last Expedition*. Murray. 582 pp. 1st pub. 1917. 15s. Abridged edition: 188 pp. New edition 1964 (1st pub. 1923). 7s. 6d.

An indispensable classic in any library for young people.

SCOTT, CAPTAIN R.F. *The Voyage of the 'Discovery'*. Murray. 744 pp. 1929. 15s.

The record of the 1901-4 Antarctic voyage. Well-written, authentic, genuine adventure, with the scientific basis of exploration. Maps and illustrations are included.

TILMAN, H.W. *Mount Everest*, 1938. C.U.P. 160 pp. 1948. 25s.

A useful introduction to the whole story of the challenge of Everest.

TILMAN, H. W. *Two Mountains and a River*. C.U.P. 233 pp. 1949. 25s. A description of the Hindu Kush and Karakoram Mountains and the Oxus Valley, illustrated with excellent photographs.

TONG, R. *African Episodes. African Adventure. S. African Tales*. Evans. 135, 132 and 124 pp. 1955, 1956 and 1957. 5s. 3d. each.

Each collection of prose extracts was made to provide a literary anthology for use in African schools and colleges but it should have a wider appeal. Extracts from the classics of travel and exploration in Africa by Paul du Chaillu, Mary Kingsley, Mungo Park and David Livingstone are set alongside the writings of Julian Huxley, Llewelyn Powys and Laurens Van Der Post to mention a few names. To a serious student of African affairs these can stand as stories of high adventure or can serve as an appetizer.

TRAGEN, C. *Elizabethan Venture*. Witherby. 151 pp. 1953. 10s. 6d.

The adventures of two merchant contemporaries of Hawkins, Drake and Raleigh during a journey of extraordinary hazard undertaken for purposes of commerce. The account is based largely on the account written by one of them on his return. Their route lay overland through Turkey and Persia, through Portuguese trading centres, in one of which they were imprisoned, and on to eastern India and Burma. This is a pleasant book with good description of the climate, scenery and customs of the time.

WALTON, KEVIN. *The Polar Explorer*. People's Jobs. E.S.A. 1960. 9s. 6d. or 7s.

A brief, well-illustrated account of Polar exploration from Scott to Fuchs, full of lively detail on the Polar ship, its journey and equipment and the life and work of the polar explorer during the long winter months. Completely up to date. K.M.M.

YOUNGHUSBAND, SIR FRANCIS. *The Epic of Mount Everest*. Arnold. 336 pp. School edition, 1931 (1st pub. 1926). 5s. 3d.

The authentic and thrilling account of the assault on Mount Everest, up to and including the results of the 1924 attempt. It is written in a popular style, without scientific details, and is eminently suitable for general reading over a wide age range.

2. Library Books

ANDRIST, R. K. *Heroes of Polar Exploration*. Caravel Books, No. 2. Cassell. 153 pp. 1962. 21s.

The numerous illustrations, all taken from contemporary sources, are a special feature of this attractively produced book which chronicles the adventures of polar explorers from the days of Eric the Red down to the Commonwealth Trans-Antarctic Expedition of 1958. A comprehensive index adds to the value of this work. Other books in this new series are mainly historical, with the exception of No. 6, *African Discoveries*, to be published in 1964. K.H.N.

BAKER, SIR S. W. *The Albert N'yanza*. Vols. I and II. Sidgwick and Jackson. 569 pp. 1962 (1st pub. 1866). 84s.

A re-issue of one of the classics of African exploration. Well produced, illustrated with engravings. Contains many lively descriptive passages dealing with the journey itself and the African tribes encountered. M.S.

BURGBACHER, K. *White Hell*. Methuen. 208 pp. 1963. 21s.

An exciting account of the origins and development of the Alpine Air search and rescue service, translated from German. M.S.

BURGESS, A. *The Small Woman*. Evans. 221 pp. 1957. 16s.

The true story of Gladys Aylward's work in China 1930-50. An inspiring book about a missionary outpost in Southern Shansi, which re-creates vividly and convincingly and with a rare insight the way of life of a peasant community. Illustrated.

BURTON, SIR R.F. *The Lake Regions of Central Africa*. Vols I and II. Horizon Press, New York (Sidgwick and Jackson). 468 pp. 1961 (1st pub. 1861). 84s.

Re-issue of a classic of exploration, illustrated with engravings. Less lively than Baker but includes numerous descriptive paragraphs. M.S.

CHERRY-GARRARD, A. *The Worst Journey in the World; Antarctic 1910-1913*. Chatto and Windus. 612 pp. 1952 (1st pub. 1922). 12s. 6d. *Temporarily out of print*.

An account of Scott's last Antarctic expedition, 1910-13, especially of the winter, polar and search journeys; with the diaries of those who took part, nine illustrations by the late Dr. Edward A. Wilson and four maps by the author, with a postscript written in 1948. This vivid account has become a classic of modern exploration.

CLARK, R. *Great Moments in Mountaineering*. Great Moments. Phoenix. 128 pp. 1956. 9s. 6d.

Brief and simple stories of ascent in Alps, Californian Sierra, on Mountains McKinley, Cook and Everest with eighteen black-and-white sketches chiefly of dramatic moments not terrain.

CRONE, G.R. *The Explorers*. Cassell. 384 pp. 1962. 25s.

This is an anthology of extracts from the writings of explorers; some of them well known and others less so. In all, sixty-seven explorers are represented and the extracts, which are arranged chronologically under continents, are each preceded by a brief introduction which sets both the explorer and his exploits in the correct context. K.H.N.

DE SELINCOURT, A. *Nansen*. Biographies of Great Seamen and Explorers. O.U.P. 166 pp. 1957. 9s. 6d.

An illustrated and well-written account of the life and work of Nansen, including his work as a statesman and for refugees. This book is certainly worth a place in any school library. C.E.F.

DUVOISIN, R. *They Put Out to Sea*. U.L.P. 179 pp. 1961 (1st pub. 1947). 17s. 6d.

Early stories of exploration. B.S.R.

ELLERY ANDERSON, W. *Expedition South*. Evans. 208 pp. 1957. 18s.

An exciting account of the work of the Falkland Islands Dependencies Survey Expedition, Hope Bay, 1954-56 by the base leader. A well-written record of sledging expeditions, medical research, the work output of the dogs, the ground surveys, meteorological observations and penguin colonies. The descriptive narra-

tive makes excellent reading and there are thirty-two illustrations and two useful end-cover maps.

HILLARY, SIR EDMUND (Ed.). *The Boys' Book of Exploration*. Cassell. 196 pp. 1957. 15s.

The book contains twelve extracts from books of exploration ranging from the Himalayas to the Brazilian forest, from aqualung diving to space travel. Although this book is not primarily geographical it contains a great deal that might lead to interest in the subject. There are twenty-four illustrations.

HODGES, C. W. *Columbus Sails*. Bell. 208 pp. 1949 (1st pub. 1939). 12s. 6d.

The drama of Columbus's adventures is heightened by the use of several narrators to tell the story. The book is beautifully produced and extremely well illustrated and a map of the Atlantic enables the reader to follow the voyage easily.

HOPKINS, K. *Great Moments in Exploration*. Great Moments. Phoenix. 128 pp. 1956. 9s. 6d.

Brief and simple stories of Marco Polo, Henry Hudson, Cook, Speke, Mawson and less famous explorers, with eighteen black-and-white sketches, chiefly of dramatic moments rather than terrain.

JEEVES, S. *Land of the Sherpa*. U.L.P. 96 pp. 1962. 16s.

Background travel book, mainly pictorial. B.S.R.

KAMM, J. *Daughter of the Desert. The Story of Gertrude Bell*. Bodley Head. 190 pp. 1956. 6s.

An interesting biography of Gertrude Bell with more emphasis on her personal history than on her travels.

LANGLEY, NINA. *Exploration in the Antarctic*. Great Endeavour Series. Blackie. 71 pp. 1958 (1st pub. 1954). 4s.

A biographical reader for secondary schools.

MIELCHE, H. *The Amazon*. Hodge. 304 pp. 1949. 15s.

A journalist's journey up the Amazon. Interesting, full of detail. A good corrective to the non-geographer's ideas of the Amazon. M.M.H.

MIELCHE, H. *Round the World with Galathea*. Hodge. 241 pp. 1953. 15s.

The author, a journalist, accompanied the *Galathea* on its scientific voyage to the Philippine trench and other areas. The book contains some reference to outstanding findings but is mainly concerned with descriptions of places visited on the way. There are twenty photographs and four pictorial maps showing routes. M.M.H.

MORRIS, J. *Coronation Everest*. Faber. 146 pp. 1958. 6s. 6d.

The story of the ascent of Everest. R.A.

ROSS, BETTY. *True Adventures Great Explorers Told Me*. Phoenix. 144 pp. 1959. 15s.

SEAVER, G. *David Livingstone*. Lutterworth Press. 650 pp. 1961 (1st pub. 1957). 35s.

A very fully documented account of Livingstone's life and explorations, including an account of the voyage across the Indian ocean in a vessel so small that at Bombay 'no one noticed our arrival'.

SIMONS, D. G. *Man High*. Sidgwick and Jackson. 262 pp. 1960. 16s.

An account of the preparations for and successful accomplishment of Lt.-Colonel Simons's ascent by balloon into the stratosphere in 1959. M.S.

SMITH, B. WEBSTER. *Scott of the Antarctic*. Great Endeavour Series. Blackie. 67 pp. 1956 (1st pub. 1955). 4s.

A biographical reader for secondary schools. It tells the story of Scott's expedition in simple fashion.

SMYTHE, P. *Jumping Round the World*. Cassell. 211 pp. 1962. 16s.

Although this book is mainly of interest to horse lovers, yet its authoress is an accurate and interested observer of places, and this account of her extensive travels in the States, Australia, New Zealand, India and Japan is lively and informative and merits the book a place among those dealing with travel on well-stocked shelves in a school library. K.H.N.

TILMAN, H. W. *China to Chitral*. C.U.P. 124 pp. 1951. 25s.

A valuable travel book.

WELCH, R. *Ferdinand Magellan*. O.U.P. 178 pp. 1955. 9s. 6d. (See p. 246.)

WYMER, N. *Great Explorers*. Lives of Great Men and Women, II. O.U.P. 256 pp. 1956. 12s. 6d.

This is one of a series intended for secondary modern pupils as background books for history. The book contains useful and accurate information about eight explorers. It seems hard to justify the exact number of pages devoted to each explorer (Columbus, Magellan and John Hunt all have thirty-two pages). A large number of illustrations and maps are included where appropriate.

GEOGRAPHY AND HISTORY

BERESFORD, M. W., AND ST. JOSEPH, J. K. S. *Medieval England*. An aerial survey. Cambridge Air Surveys. C.U.P. 275 pp. 1958. 45s.

This book is well produced, lavishly illustrated and documented. While main emphasis is historical, the book is full of material of interest to the geographer doing advanced work. It includes excellent interpretation of air photos, for e.g. town sites, field systems, evidence of early industry. Most interesting juxtaposition of copies of old maps with modern air views of an area.

BORER, M. C. *Mankind in the Making*. Warne. (See p. 237.)

BURKITT, M. C. *Our Early Ancestors*. C.U.P. 243 pp. 1956 (1st pub. 1926). 25s.

An introductory study of Mesolithic, Neolithic and Copper Age cultures. It forms a sequel to *The Old Stone Age* by the same author.

LLOYD, C. *Captain Cook*. Faber. (See p. 331.)

MORRIS, R. W. *Town Life Through the Ages*. Understanding the Modern World. Allen and Unwin. 40 pp. 1952. School edition 4s. 6d., library edition 6s. 6d.

An historical survey of town life in different parts of the world. The relationship between plans and pictures of the same town provides a useful geographical exercise. (See p. 356.)

MORRIS, R. W. *Transport, Trade and Travel through the Ages*. Understanding the Modern World. Allen and Unwin. (See p. 328.)

One Approach Geography-History Series. STEWART, S. Oliver and Boyd. (See p. 352.)

QUENNELL, MARJORIE, AND C. H. B. *Everyday Life Series*. I. Everyday Life in Prehistoric Times. II. Everyday Life in Roman and Anglo-Saxon Times. 21s. each. Batsford.

The four volumes covering this period previously in this series have been revised and combined in these two volumes. Both volumes are well illustrated.

THE PHYSICAL BASIS OF GEOGRAPHY

1. Textbooks

CAIN, H. R. *Physical Geography*. A Certificate Series. Longmans. 258 pp. 1961 (3rd reprint 1963). 10s.

An elementary outline of geology is followed by sections on the work of rivers, ice and the sea, etc. Most of the diagrams in these chapters are on familiar lines, and the treatment of climatology is formal. The book ends with chapters on vegetation and soils. The photographs are apt and of good quality. (See p. 343.) H.J.S.

CHRISTODOULOU, D. *Cyprus Certificate Geographies*. Book I. Longmans. 199 pp. 1954. 7s. 6d. (See p. 321.)

COULTHARD, E. M. *The Earth in the Making*. Fundamental Geography, Book II. U.L.P. 256 pp. 1956 (1st pub. 1951). 8s. 6d.
A review of the physical factors which have shaped the face of the earth, accompanied by maps, pictures and diagrams. (See p. 346.)

HOOD, P. *How the Earth is Made*. O.U.P. 64 pp. 1954. 12s. 6d.
Written with a general approach, this book has several good illustrations.

FISHER, J. *Adventure of the Sea*. Rathbone Books. 70 pp. 1956. 21s.
It is an admirable book using modern pictorial techniques. The pictures are both exciting and of geographical interest. (See p. 259.)

JACKSON, N. AND PENN, P. *Groundwork of Physical Geography*. Groundwork Geographies Series. Philip. 206 pp. 1963. 8s. 6d.

This book sets out the elements of physical geography in a simple and easily assimilated form. The main criticism is that it attempts to cover too extensive a basis in an elementary manner and then becomes superficial. The book has sixty-two illustrations and seventeen maps. (See p. 348.) **V.H.W.**

MILLER, F. M. *The Physical Basis of Geography*. Philip. 136 pp. 1962 (1st pub. 1933). 6s. 6d.

This elementary treatment of mathematical and physical geography contains clear illustrations and maps and exercises at the end of each chapter. The more difficult sections are marked for omission at a first reading.

PICKLES, T. *Physical Geography*. For Senior Forms. Dent. 160 pp. 1960. 5s. 6d.

The book represents a generally successful effort to make this subject intelligible and interesting to candidates of G.C.E. age and mental calibre. Illustrations include many excellent block diagrams and sketch-maps. The treatment on weather and climate is somewhat simplified.

SILLEY, P. T. *Physical Geography*. Secondary School Geographies. Schofield and Sims. 130 pp. 1963 (1st pub. 1957). 7s.

A useful, inexpensive, elementary textbook which covers tersely a wide field. It is well illustrated with maps, diagrams and photographs. (See p. 355.) **E.G.A.**

STEERS, J. A. *The Coast of England and Wales in Pictures*. C.U.P. 146 pp. 30s. (See p. 363.)

THORNHILL, P. *Earth in Orbit*. Clearway Programmed Books. Methuen. 58 pp. 1962. 3s. 6d.

A programmed text, on linear pattern. Covers the causes of day and night, time and longitude, latitude, insolation and seasons, etc. A pupil would find it difficult to misunderstand the material once the method of working through the book was established. There are thirty-two diagrams. **M.S.**

WHYBROW, S. J. B. *World and Physical Geography*. Geography Notebooks, Book VIII. Dent. 1961 (1st pub. 1958). 2s. 6d. (See p. 347.)

YOUNG, E. W. *The World. Physical and Human. A Course in World Geography*, Book V. Arnold. (See p. 266.)

2. Library Books

CRAIG, G. *This Restless Earth*. Quest Library. Oliver and Boyd. 76 pp. 1962. 4s. 6d. (See pp. 238 and 354.)

EVANS, I. O. (Ed.) *The Observer's Book of Sea and Seashore*. Warne. 256 pp. 1962. 5s.

This book deals with every aspect of the life and character of the sea and seashore, such as waves, currents, types of coastline, seaweeds, sponges, fish and insects. There are thirty-two colour and thirty-two black-and-white plates and many line drawings, and also a complete index.

STAMP, L. DUDLEY. *The Earth's Crust*. Harrap. 120 pp. 1951. 21s.

A very attractive book, of which the chief feature is the number of colour and monochrome photographs of carefully made models illustrating areas of physiographical interest. It is easy to read and understand and will probably appeal to non-specialists. Edition containing the thirty-two full-colour illustrations only 7s. 6d. limp.

RUSSELL, F.S. AND YONGE, C.M. *The Seas*. Warne. 376 pp. Revised edition 1963 (1st pub. 1928). 30s.

This work has been extensively revised. Besides concise descriptions of the plant and animal life of the seashore and in the seas, the authors have included up-to-date methods of oceanographical research, the sea fisheries, fishery research and products from the seas. There is an index and a bibliography. The book is illustrated with 127 plates in colour and black and white, and sixty-nine line drawings throughout the text.

GEOLOGY

EVANS, I.O. *The Observer's Book of British Geology*. The Observer's Pocket Series. Warne 271 pp. 1962 (1st pub. 1949). 5s.

A glossary but a well-illustrated and clearly written glossary, covering all aspects of elementary geology. Probably of more value in the field than in the classroom, as the items are treated separately and need to be related to each other.

JONES, W.R., AND WILLIAMS, D. *Minerals and Mineral Deposits*. Home University Library. O.U.P. 256 pp. 1948. 10s. 6d.

Minerals, their shape, history and internal structure, their physical characters, mode of occurrence in rocks, and their importance in world affairs are discussed. There is much information here useful to the geographer and not easily found elsewhere. Some is of a technical nature beyond the scope of geography.

SWINNERTON, H.H. *Fossils*. The New Naturalist Series, No. 42. Collins. (See pp. 368 and 472.)

CLIMATE AND WEATHER

CHESTERS, A.O. *Weather. What Causes Things*. E.S.A. 104 pp. Reprinted 1961 (1st pub. 1951). 9s. 6d. boards, 7s. limp.

A successful attempt to introduce less able pupils to weather study by means of lively diagrams which illustrate the facts clearly and accurately. A treatment of the depression is interesting.

GIBSON, C. *Be Your Own Weatherman*. Arco Publications, MacGibbon and Kee. 208 pp. 1963. 25s.

Written for the amateur yachtsman who wants to forecast the weather. It could be equally useful in school. It includes information on recording instruments, atmospheric pressure, winds, etc., and descriptions of weather associated with particular pressure distributions. Contains a large number of reference tables. M.M.H.

HADLOW, L. *Climate, Vegetation and Man. Fundamental Geography*, Book III. U.L.P. 388 pp. 1960 (1st pub. 1952). 9s.

A textbook of climate and natural vegetation, leading to the treatment of the world by natural regions. (See p. 346.)

HOOD, P. *The Atmosphere*. Oxford Visual Series. O.U.P. 64 pp. 1952. 12s. 6d.

This is a simple introduction to the atmosphere and the science of meteorology. The topics dealt with include clouds, frost and snow, weather maps, British weather and climate and other climates of the world. The great value of this book lies in its visual presentation; there are many beautiful photographs, some in colour, and also many diagrams clearly and artistically produced. It has a useful bibliography.

SAWYER, J.S. *The Ways of the Weather*. Black. 97 pp. 1957. 12s. 6d. A well-illustrated account, suitable as an introduction to meteorology, but not sufficiently detailed to make a sixth-form book. C.J.L.

SCORER, R.S. *Weather*. Progress of Science Books. Phoenix 63 pp. 1959. 9s. 6d.

A clear and simple explanation of weather phenomena with very good illustrations. K.M.M.

SIMONS, D.G. *Man High*. Sidgwick and Jackson. 262 pp. 1960. 16s. (See p. 336.)

ANIMAL GEOGRAPHY

Book of Wild Life. Various authors. Pageant of Knowledge. Collins. (See p. 237.)

BURTON, M. (Adv. Ed.) *Wild Life of the World*. Odhams Press. 384 pp. 1958. 21s.

Fifteen sections deal with the principal families of mammals, reptiles, amphibia and birds. Much of the information falls strictly into the field of natural history, but there is a good deal which is of geographical interest. There are over 200 photographs.

PARKER, E.W. (selected by). *Creatures of the Wilds*. The Heritage of Literature. Longmans. 180 pp. 1952. 5s.

The lives and habits of animals in their natural surroundings are described in this detailed, intimate study which is also a book of adventure. It contains bibliographical notes and a useful glossary. (See p. 348.)

PLANT GEOGRAPHY

VEDEL, H. AND LANGE, J. *Trees and Bushes in Wood and Hedgerow*. Methuen. 224 pp. 1960. 18s.

A valuable field handbook describing the appearance and character of British and European wild trees and shrubs. Profusely illustrated, with an index classified for reference by leaf shape and plant morphology. M.S.

WATSON, H. *The Scots Pine: An Introduction to Forestry*. Oliver and Boyd. 82 pp. 1947. 5s.

The botany of the pine tree, the planting and care of forests and the use of its products are described and amply illustrated with photographs and sketches. The book is written for children and assumes no previous technical knowledge.

REFERENCE BOOKS

BOWMAN, J. *Crete*. The Albatross Guides. Secker and Warburg. 200 pp. 1962. 25s.

The first of a new series of guide books dealing principally with the lesser known but increasingly visited parts of Europe and the Mediterranean. The illustrations include some street plans. There is a quite useful section on the geography of Crete. *A book that those schools who use the 'cruising schools' in the Mediterranean would find profitable.* R.C.

Citizenship. School Library Association. 24 pp. 1953. Limp, 2s. 6d.; board, 3s. 6d. (Association members: 1s. 6d. or 2s. 6d.)

A select book list for the use of teachers and school librarians in secondary schools, and for non-specialist students.

COLLOCOTT, T.C., AND THORNE, J.O. *Chambers's World Gazetteer and Geographical Dictionary*. Chambers. 804 pp. 1962 (1st pub. 1954). 35s.

Gazetteer of countries, states, provinces, cities, towns, villages of some significance, mountains, rivers, lakes. It gives location, physical conditions and economic information where applicable. Some geographical terms are defined, e.g. latitude and longitude, raised beaches, etc.

CRONIN, V. (Ed.). *The Companion Guides*. Collins. (See p. 294.)

Eleven to Fifteen. School Library Association. 1963 (1st pub. 1950). Limp 12s. 6d.; board 15s. (Association members: 10s. 6d. or 12s. 6d.)

A basic book list of non-fiction for secondary school libraries, which includes a useful section on geography, travel and foreign countries. The third edition has been revised and enlarged.

Farming and Kindred Subjects. School Library Association. 22 pp. 1951. 2s. 6d. (Association members: 1s. 6d.)

An annotated list of books for readers of eleven to fifteen years.

FRANCE, C.R. *Discovering Sailing Ships*. The Discovery Reference Books. U.L.P. 128 pp. 1961 (1st pub. 1955). 9s. 6d.

A background book on shipping. B.S.R.

GREENWOOD, M.O. *Discovering Roads and Bridges*. The Discovery Reference Books. U.L.P. 143 pp. 1960 (1st pub. 1954). 9s. 6d.

Useful quasi-geographical material, aimed at project work. (See p. 345.) B.S.R.

MANLEY, GORDON (Ed.). *Geography. Our Planet and Its Peoples*. The MacDonald Illustrated Library. Rathbone Books (through MacDonald). 360 pp. 1961. 50s.

A richly illustrated reference guide to geography as it affects man's daily life. Has numerous maps, a ten-page glossary of geographical terms, fifteen pages of statistics, and an index. P.M.W.

MUIRHEAD, L. RUSSELL. *Majorca with Minorca and Iviza*. The Blue Guides. Benn. 48 pp. 1958. 4s. 6d. paperback, 7s. 6d. library edition. It is a very handy, generally accurate guide for anyone visiting the islands, and gives some geographical background material. (See p. 394.)

MUIRHEAD, L. RUSSELL (Ed.). *Oxford and Cambridge*. The Blue Guides. Benn. 64 pp. 1958. 4s. 6d. paper back, 7s. 6d. library edition. It is a straightforward factual guide-book, invaluable to anyone living near or visiting these towns. (See p. 394.)

Oxford Junior Encyclopaedia. Vol. I. Mankind. Vol. II. Natural History. Vol. III. The Universe. Vol. IV. Communications. Vol. V. Great Lives. Vol. VI. Farming and Fisheries. Vol. VII. Industry and Commerce. Vol. VIII. Engineering. Vol. IX. Recreations. Vol. X. Law and Order. Vol. XI. The Home. Vol. XII. The Arts. Vol. XIII. General Index and Ready Reference. O.U.P. Vols. I-XII, 35s. each. The set, £21. Vol. XIII, 30s.

Each volume of this encyclopaedia is arranged alphabetically and is complete in itself.

PERROTT, R. *Discovering Deep-sea Fishing*. The Discovery Reference Books. U.L.P. 127 pp. 1958. 8s. 6d.

Very good background material. B.S.R.

PHILBRICK, A. K. *This Human World*. Chapman and Hall (Wiley, New York). 500 pp. 1963. 60s.

A well-illustrated world review of human and economic geography. B.S.R.

SCOTT, W. F. *London and the Thames Valley*. Chambers. 112 pp. 1959. 6s. (See p. 277.)

SERIES (SECONDARY STAGE)

Active Readers. Cherrapunji Adventure: A. W. CROWN (Assam). Wang-Shu-Min: K. M. GADD (A Chinese Boy). Union Pacific: J. E. MILES (The U.S.A.). Good-bye to the Bush: RICHARD PARKER (Tasmania) 154 pp. each. 1956- 6s. 6d. each. Ginn (See p. 247.)

Advanced Geography. ESTYN EVANS, E. France (see p. 425). FISHER, W. B. Spain (see p. 426). ELKINS, T. H. Germany (see p. 289). DE MARTONNE, E. A Shorter Physical Geography (see p. 359). *Others in preparation*. Chatto and Windus.

Around the World Today. BUCKLEY, P. Cesare of Italy. Luis of Spain.

Michel of Switzerland. Jan of Holland. CAVANNA, B. Arne of Norway. Lucho of Peru. Chatto and Windus. 61-88 pp. 1958-61. 9s. 6d. and 10s. 6d.

This is an excellent series for the Geography Library for younger secondary school pupils. The inclusion of the name and address of each central character gives the clue to the absolute authenticity of each book. Interest is maintained throughout, illustration is generous and the geographical content is evident but rarely obtrusive. 'Michel' is worthy of especial mention because of the description of transhumant activities. Many teachers might well use this series to draw attention to the work and responsibility given to foreign children in their daily life compared with their English opposite numbers. M.R.P.

Behind the Scenes. WYMER, N. At London Airport. In an Ocean Liner. Phoenix. (See p. 247.)

Bell's Concise Geographies. RAYNS, A. W. Asia (see p. 299). British Isles (see p. 277). Europe (see p. 291) North America (see p. 312). Southern Continents (see p. 318). Bell.

Britain and Beyond. MORRIS, R. W. 1. People of the World. 2. Farmers of the World (see p. 263). 3. Industries of the World (*in preparation*). 4. Regions of Britain (*in preparation*). Blackie.

The British Heritage Series. Batsford. (See p. 284.)

A Certificate Series. Europe (see p. 290). Physical Geography (see p. 337). Human and Economic Geography (see p. 267). Great Britain and Ireland (see p. 273). Longmans.

The Challenge Books. Various authors. Light in the Dark Forest (see p. 308). Island in the Desert (see p. 307). Men and Monsoons (see p. 301). People of the Snow (see p. 314). The Spanish Plateau (see p. 293). The Changing Face of North America. 95-96 pp. 1961-2. 9s. 6d. each. Chatto and Windus.

This is a new series for the secondary school library. In each book the main theme is the response of the people to the challenge of their environment. Although of greatest value to pupils in the middle school, all these titles should find a place on the book list of sixth-form geographers for interesting background reading. M.R.P.

The Changing Shape of Things. Transport by Air (see p. 329). Transport by Sea (see p. 329). Transport by Land (see p. 329). Houses (see p. 283). The Changing Shape of Things. Dress. Murray.

The Charter Geographies. The World's Wealth (see p. 267). The Homeland: Great Britain and Ireland (see p. 273). The Earth, Man's

Heritage (see p. 263). The Homelands of Western Europe (see p. 289). Harrap.

Collins National Anthologies. A Book of England. 10s. 6d. A Book of Scotland. 8s. 6d. A Book of Wales. 8s. 6d. A Book of Ireland. 8s. 6d. A Book of London. 10s. 6d. A Book of Australia. 10s. 6d. (See p. 320.) A Book of Canada. 12s. 6d. (See p. 314.) Collins.

Anthologies of prose and poetry describing various aspects of the area concerned, its people and their ways of life and thought. K.H.N.

Colour Geographies. HERDMAN, T. 40 pp. each, 3s. 6d. each. 1955-59. Longmans. 1. Coasts of Britain. 2. Farms of Britain. 3. Towns of Britain. 4. Industry in Britain. 5. London. 6. Forests and Savanna: West Africa. 7. Mining in Southern Africa. 8. Ricefields in India. 9. Great Plain of China. 10. Island Harvests: The Far East. 11. Grasslands of the Southern Continents. 12. Atlantic to the Great Lakes. 13. The Prairies. 14. North American Cities. 15. West Indies and Gulf Coasts. 16. Lands in the Desert: The Middle East. 17. Mediterranean Lands. 18. Contrasts in Russia. 19. Rivers of Europe. 20. Industrial Neighbours.

The text is clear. The photographs are well chosen and of good quality; the colour photographs are especially good. The diagrams are in two colours and more original and useful than usual. There are farming calendars for most regions. The co-ordination of diagrams and photographs is valuable. The books are up to date, e.g. Crawley New Town in Unit 3. The units allow for flexible teaching and for individual work and are highly recommended.

The Complete Geography Series. MAMOUR, A. The Americas (see p. 309). Asia and Australasia (see pp. 298 and 318). Macmillan.

Concentric World Geography. Ed. KILOH, R. C. Books I, II, III and IV. Cassell. (See pp. 261, 265 and 266.)

The Countries of Europe. Batsford. (See p. 293.)

The County Books. General Editor: VESEY-FITZGERALD, B. Hale. (See p. 284.)

A Course in World Geography. YOUNG, E. W. AND LOWRY, J. H. I. People in Britain (see p. 279). II. People Round the World (see p. 266). III. Regions of the World, their Work and Wealth (see p. 261). IV. The British Isles (see p. 275). V. The World, Physical and Human (see p. 266). Arnold.

Discovering Geography. STAMP, L. DUDLEY, AND HERDMAN, T. (Ed.).

I. Discovering Geography in Britain (see p. 282). II. Discovering Geography Abroad (see p. 260). III. Our Food (see pp. 271 and 278). IV. Industry (see p. 271). V. New Zealand (see p. 288). Longmans.

The Discovery Reference Books. GREGORY, ALYS L. (Ed.). PERROTT, R. Discovering Deep-sea Fishing (see p. 342). MILLEN, B. Discovering Modern Australia (see p. 320). GREENWOOD, M.O. Discovering Roads and Bridges (see p. 341). FRANCE, C.R. Discovering Sailing Ships (see p. 341). U.L.P.

The Enterprise Geographies. SMITH, D. Blackie. (See p. 264.)

Everyday Life Series. QUENNELL, MARJORIE AND C.H.B. Batsford. (See p. 337.)

Exercises in Modern Geography, COYSH, A.W., AND HUNT, D.M. Books I-X. University Tutorial Press. (See p. 325.)

The Face of Britain Series. Batsford. (See p. 285.)

Far and Near Readers. Jackaroos. KITCHING, E.M. (See p. 320.) Kathy on Vacation. ROBBINS, L. (See p. 314.) Dogs of the Northern Trails. STEWART, R.N. (See p. 314.) Chambers.

Far and Wide Stories. 1. The Beachcomber's Bell, HORNBY, J. (South Sea Islands); 2. The Secret of the Valley, HORNBY, J. (N.W. Canada); 3. Son of Darky, BERRISFORD, J.M. (Australian sheep station); 4. Rustlers in the New Forest, BERRISFORD, J.M. (Hampshire); 5. The Elephant Poacher, WOOD, A. (India); 6. Boys, Bears and Blizzards, ELIOTT, L.S. (W. Canada); 7. Adventure on the Alm, MARTIN, N. (Austria); 8. Game Warden's Son, BERRISFORD, J.M. (E. Africa); 9. Amazon Adventure, HORNBY, J. (Brazil); 10. Vineyard Mystery, MASTERS, R.E. (France); 11. Land in Peril, LAWTON, O. (W. Indies); 12. Mystery in Maori Land, HORNBY, J. (New Zealand); 13. Daffodil Island, BERRISFORD, J.M. (Scilly); 14. Amat's Elephant, GEORGE, S.G. (Malaya); 15. The Land of the Rising Sun, ELIOTT, L.S. (Japan); 16. Finn the Fisherboy, MARTIN, N. (Denmark). Macmillan. 1957. (See p. 249.)

Foundation Exercises in Geography. TAYLOR, E.G.R. I. The British Isles. II. Europe. III. The Americas. IV. Africa, Asia, Australia. V. The British Empire and Commonwealth. VI. The World. VII. Wales and Monmouthshire. VIII. Scotland. Philip. (See p. 327.)

Fundamental Geography. BROOKS, L. (Ed.) I. Many People in Many Lands (see p. 259). II The Earth in the Making (see p. 337). III. Climate, Vegetation and Man (see p. 339). IV. Man's Work and Needs. (See p. 267) V. The World (see p. 258). U.L.P.

The aim of this course is to provide a knowledge of the major aspects of world geography. Each book attempts to cover the whole world from one particular aspect.

Gateway Guides. To England, Switzerland, Spain, France, Germany, Holland, Austria, Italy, Belgium and Luxembourg, Costa Brava, Majorca and Ibiza, Europe, Rome, Paris. 1958-63. 3s. 6d. each. Methuen.

A series of pocket guidebooks for the tourist. Good of their kind. M.S.

The General Certificate Geographies. CLOWSER, C. E. AND COLENUTT, E. J. 1. Introduction to Geography. 2. The Southern Continents. 3. Asia and North America (*all in preparation*). 4. Europe and the British Isles (see p. 289). 5. Physical and Human Geography. Blackie.

General School Geography. HOBBS, J. S. 1. Maps and Regions: An Introductory Course (see p. 260). 2. The Southern Continents and Asia (see p. 297). 3. North America, Europe and the British Isles (see p. 274). 4. General World Physical and Human Geography (see p. 260). 5. General World and Regional Geography (see p. 260). E.U.P.

General School Geography—Alternative Course. HOBBS, J. S. Asia and North America (see p. 297). Europe and the British Isles (see p. 274). The Southern Continents (see p. 315). E.U.P.

Geography and Growth. Germany . . . Its Geography and Growth: K. Sinnhuber. (See p. 295.) U.S.A. . . . Its Geography and Growth: U.S. Information Service. (See p. 313.) Murray.

Geography for Schools. HONEYBONE, R. C. (Ed.). 1. R. C. Honeybone and M. G. Goss: Britain and Overseas. (See p. 275.) 2. R. C. Honeybone and B. S. Roberson: Southern Continents. (See pp. 303, 315 and 317.) 5. R. C. Honeybone and M. Long: General World Geography. (See p. 261.) Heinemann.

Geography for Today. STAMP, L. DUDLEY AND SUGGATE, L. S. (Ed.) I. At Home and Abroad. (See pp. 258 and 272.) IA. The Home Islands. (See p. 275.) II. The Southern Continents. (See p. 306.) III. North America and Asia. (See p. 312.) IV. Europe and the British Isles. (See

pp. 273 and 289.) V. The World. (See p. 260.) The British Commonwealth. (See p. 288.) Longmans.

A series of textbooks designed to meet the progressive needs of pupils from eleven to sixteen years. Throughout the object has been to lead from the particular to the general and to introduce and elucidate geographical principles as they arise in connexion with regional studies. Exercises have been framed with a view to the pupil using both text and an atlas, as well as to provide adequate practice in drawing sketch-maps.

Geography Note-Books. WHYBROW, S. J. B. I. Australia and New Zealand. II. Great Britain and Ireland. III. Europe. IV. Asia. V. Africa. VI. North and South¹ America. VII. Western Europe. VIII. World and Physical Geography. IX. Human and Economic Geography. X. West Africa. XI. Caribbean. Each 48 pp. (Book III, 56 pp., Books X and XI, 32 pp. each). Dent. Each 2s. 6d.

These books provide useful summaries of the chief geographical facts of each region for revision purposes, although they cannot be regarded as in any way a substitute for the textbook or atlas. Each page of text includes questions and exercises and is faced by maps and diagrams.

A Geography of the World. SIMPSON, A. R. B. The Americas. 1952. 7s. 6d. Australia and New Zealand. 1954. 3s. Europe. 1953. 8s. Asia. 1956. 7s. 6d. Africa 1962. 8s. 6d. (see p. 306). The British Isles. 1961. 7s. (see p. 278). *Combined Volume:* Africa, The Americas, Australia and New Zealand. 1955. 14s. Bell.

A clear, well-defined account of world geography suitable for General Certificate (Ordinary Level) work and also for more advanced pupils. The books are illustrated with appropriate photographs and excellent sketch-maps. This is a very workman-like series in which every attempt has been made to keep the information up to date.

Geography Through Maps. HOBLEY, L. F. Blackie. *In preparation.* (See p. 323.)

The 'Get to Know' Series. Bridges (see p. 282). British Railways (see p. 282). Docks and Harbours (see p. 281). Factories and Workshops (see p. 284). Houses and Flats (see p. 283). Inland Waterways (see p. 283). The Parish Church (see p. 283). Post and Telegraph (see p. 282). Roads and Streets (see p. 283). Shops and Markets (see p. 283). Water Supply (see p. 283). Village Survey (see p. 281). Country Town Survey. Farms. Boundaries. Methuen.

Although much of the material in these books is not geographical in the restricted sense, it will provoke interest in geography and has particular relevance to local studies.

Global Geographies. MOODIE, A. E. (Ed.) I. A First Look at the World: A. E. F. Moodie (see p. 262). II. The Southern Continents: Eila M. J. Campbell (see pp. 303 and 315). III. Asia and the U.S.S.R.: Eila M. J. Campbell and D. W. Shave (see pp. 297 and 302). IV. North America: G. B. G. Bull. V. Europe and the Mediterranean Lands:

K. Bartholomew and A. E. F. Moodie. VI. The British Isles: C. E. Fitchett. Philip.

Golden Mean Geographies. MIDGLEY, C. I. The Crest of the Hill (see p. 262). II. This Land of Ours (see p. 275). VIII. The Seven Seas (see p. 269). Wheaton.

Groundwork Geographies. JACKSON, NORA, AND PENN, PHILIP. The British Isles (see p. 275). Europe (see p. 290). The Southern Continents (see p. 317). North America and Asia (see p. 311). Ground-work of Physical Geography (see p. 337). Philip.

Headway Readers. Evans. (See p. 250.)

The Heritage of Literature. PARKER, E. W. (Ed.) Adventure Today (see p. 329). The Adventure of Travel (see p. 332). Creatures of the Wilds (see p. 340). A Gipsy of the Horn (see p. 330). Jock of the Bushveld (see p. 307). Real Adventure (see p. 332). (See also Primary Series, p. 250.) Longmans.

Home and Overseas Geography. DUCE, R. H. V. A Simple World Survey and Africa. VI. The Americas: the isolated Continents. VII. Europe: The British Isles and Irish Free State (*out of print*). VIII. The British Commonwealth. (See pp. 258, 309, 288.) Pitman.

How People Live. Australia (see p. 318). East Pakistan (see p. 301). Malaya and Singapore (see p. 299). Norway (see p. 290). The Sudan (see p. 303). United States of America (see p. 312). 9s. 6d. each. E.S.A. A series of sample studies with photographs, large-scale maps and plans of actual farms, villages, etc. Size $8\frac{1}{2} \times 6\frac{1}{4}$ in. with glossary of foreign words, bibliography and suitable filmstrips. K.M.M.

How Things are Made. MASON, PETER. Bridges and Roads. E.S.A. (See p. 328.)

How Things are Obtained. Bread. Chocolate and Cocoa. Glass. Iron and Steel. Petroleum. Plastics. Pottery. Rubber. Tea. Timber. Wool. E.S.A. (See pp. 268-272.)

How Things Developed. Roads, Inland Waterways and Lighthouses. (See pp. 328 and 329.) Maps (See p. 321.) Transport, E.S.A.

How to Explore. A Town. A Village. A Port. Abbeys and Monasteries. Churches. E.S.A.

Human Geographies, Secondary Series. FAIRGRIEVE, J., AND YOUNG, E.

I. The British Isles (see p. 273). II. The Atlantic Hemisphere (see pp. 303 and 309). III. Euro-Asia (see p. 296). Philip.

Introducing Series. COMAY, J. *Introducing Israel.* 304 pp. 1963. 30s. KREUTZ, B. AND FLEMING, E. *Introducing America.* 294 pp. 1963. 30s. SALTER, C. *Introducing Turkey.* 192 pp. 1961. 21s. WINCH, M. *Introducing Belgium.* 204 pp. 1964. 30s. Methuen.

This series is intended for the tourist or arm-chair traveller. The books contain some geographical information, and may be useful in providing background material. M.L.

The Island Series. EPTON, N.C., AND SYME, R. *The Story of New Zealand* (3 books); *The Windward Islands* (3 books); *The Cook Islands* (3 books); *The Islands of Indonesia* (4 books). Pitman. 2s. 6d. each to 4s. each.

A series of well-illustrated, short reading books covering the history and present scene in New Zealand, The Windward Islands, The Cook Islands and the Islands of Indonesia. Simple and concise presentation. Suitable for the younger forms of secondary modern schools. (See pp. 317 and 319 and 355.)

Junior Heritage Books. Villages: OSMOND, E. Towns: OSMOND, E. Ships: HOPE, R. 80 pp. each, 1957 and 1958. 8s. 6d. each. Batsford. Illustrations are in colour and monochrome, the text is clear and written for the younger reader. (See p. 251.)

Kingsway Social Geographies. RAYNER, P. R. (Ed. Young). I. Hunters and Fishers (see p. 270). II. The Herders (see p. 270). III. The Cultivators (see p. 270). IV. Miners and Manufacturers (see p. 271). V. Traders and Carriers (see p. 329). Evans. Books I and II: 3s. 9d. Books III-V: 4s. 3d. each.

The series of five books, with the graded exercises, designed for use with children aged from eleven years, provides a means of acquiring a body of ideas about ways of life among both backward and highly organized social groups.

Lands and Peoples. Japan (see p. 299). Paraguay and Uruguay (see p. 315). Israel (see p. 298). Brazil (see p. 315). Black

Each book has one map and several photographs. This series has been extended to cover thirty-seven other countries.

Let's Look. Let's Look at the British Isles: B. C. Heppel (see p. 274). Let's Look at England and Wales: B. C. Heppel (see p. 274). Chambers.

Life and Livelihood Geographies. I. North Atlantic Neighbours, Britain, Canada and U.S.A.: D. W. Shave. (See p. 277.) II. Under the Southern Cross: South America, Australasia and Africa: G. B. Redmore (See p. 318). III. Lands of Europe and Asia: C. Penrose (see p. 291). IV. Local Geography and the World: W. J. King (see p. 261). Murray. (Book IV *in preparation.*)

The Little Guides. Methuen. Buckinghamshire: E. S. Roscoe. 7s. 6d. Cheshire: W. M. Gallichan. 12s. 6d. Cornwall: A. L. Salmon. 12s. 6d. Derbyshire: T. L. Tudor. 7s. 6d. Devonshire: S. Baring-Gould. 12s. 6d. Dorset: F. R. Heath. 7s. 6d. The English Lakes: F. G. Brabant. 9s. 6d. Essex: J. C. Cox. 9s. 6d. Gloucestershire: J. C. Cox. 7s. 6d. Hampshire: J. C. Cox. 7s. 6d. Hertfordshire: W. B. Johnson. 12s. 6d. Kent: J. C. Cox. 7s. 6d. Norfolk: W. A. Dutt. 7s. 6d. Somerset: G. W. and J. H. Wade. 7s. 6d. Suffolk: W. A. Dutt. 12s. 6d. Surrey: J. C. Cox. 9s. 6d. Sussex: R. F. Jessup. 12s. 6d. Wiltshire: F. R. Heath. 7s. 6d. Worcestershire: F. T. S. Houghton, 9s. 6d. Cambridge and its Colleges. 15s.

The post-war revision of these *Little Guides* makes them exceptionally useful as up-to-date handbooks for local studies. They provide detailed information on Geology, Scenery, History, Flora, Fauna, Antiquities, Architecture, Communications, Industries, Biographies and Bibliography of the county. The guide to places is arranged alphabetically, with references to a large-scale map.

Living in Geography. 1. HUNTER, A. Britain is my Home. 2. WHITE, T. South of Suez and Panama. 3. WHITE, T., AND PATERSON, W. W. Between Golden Gate and Golden Horn. (See p. 313.) 4A. RODGER, A. C. M. The Trade of Britain. (See p. 277.) Johnston and Bacon.

The London Books of Discovery and Exploration. FINCH, R. U.L.P. (See p. 226.)

Man the World Over. CARTER, C. C., AND BRENTNALL, H. C. Book I. (Completely revised), 250 pp., Australia, South America, Africa, Central Asia, India, China and Japan. Book II. (completely revised), 255 pp., Central and North America, the Mediterranean, Europe, the British Isles. Book III. (completely revised), 300 pp. Food, Industry and Commerce; The Population of the World; Colonization. Blackwell. 7s. 6d. each book, library edition of I and II bound together 15s. Each book is profusely illustrated and aims to provide material for a year's work whilst allowing time for local studies and extended practical work. R.G.D.

Man's Achievement. CLARK, D. (Ed.) Explorers and Discoverers (see p. 330). In Search of Food (see p. 268). Ships and Seamen (see p. 330). Longmans.

Map Books. FERRIDAY, A. A Map Book of World Geography. A Map Book of the British Isles. A Map Book of Europe for Senior Forms. A Map Book of Asia for Middle and Senior Forms. A Map Book of North America for Middle and Senior Forms. A Map Book of Africa and South America for School Certificate Forms. A Map Book of Australasia for Middle Forms. Macmillan. (See p. 326.)

Men at Work. ROBINSON, M. Ships (see p. 287). HERDMAN, T. Coal (see pp. 269, 280). ROBINSON, A. Farms (see p. 279). RICHARDS, B. T. Houses. BRANIGAN, J. Textiles. Steel. Longmans.

Methuen's Outlines. HOBLEY, L. F. Early Explorers (see p. 331). Opening Africa (see p. 331). Exploring the Americas (see p. 331). Exploring the Pacific. POWNALL, E. Exploring Australia (see p. 332). BRINTON, H. Measuring the Universe (see p. 358).

Modern Geographies. HERDMAN, T., AND HURWORTH, A. I. The Southern Continents. 195 pp. 9s. 6d. 2. The Northern Continents. 420 pp. 10s. 6d. (See p. 311.) 3. Europe and the British Isles. 660 pp. 10s. 6d. (See p. 274.) Complete edition 25s. Longmans.

Modern Geography. I. Foundations of Geography. 344 pp. 1963 (1st pub. 1938). 10s. 6d. II. The British Isles. 274 pp. 1962 (1st pub. 1938). 7s. 9d. III. Europe. 290 pp. 1962 (1st pub. 1939). 8s. IV. North America. 174 pp. 1961 (1st pub. 1946). 6s. 9d. V. Asia. 240 pp. 1962 (1st pub. 1949) 7s. 3d. VI. The Southern Continents. 346 pp. 1961. 8s. 9d. University Tutorial Press.

This series contains clear sketch maps and many excellent photographs and diagrams. The series has been extensively revised to keep pace with modern social and economic developments. Up-to-date statistics have been incorporated and centigrade equivalents are given. A very good series covering the requirements for G.C.E. Ordinary Level. J.F.H.

Modern School Geographies. PICKLES, T. Africa, Australia and New Zealand (see pp. 305 and 318). North and South America (see p. 309). Europe and Asia (see pp. 291 and 298). Britain and the Modern World (see p. 276). Great Britain and Ireland (see p. 276). Dent.

Modern School Visual Geographies. I. The Home District (see pp. 225 and 281). II. The British Isles (see p. 273). III. North and South America (see p. 308). IV. The British Commonwealth (see p. 288). V. Europe (see p. 290). VI. U.S.S.R., the Near and Far East (see p. 298). Evans. Manila 3s. 3d., limp linson 4s. each.

The arrangement of the subject-matter in double-page sections, comprising one page of written text with a facing pictorial spread, is attractive to the backward pupil, and the suggestions for individual notebook work give excellent scope for simple independent exploration.

The Nation's Livelihood. I. Hidden Treasure (see p. 280). II. In Workshop and Factory (see p. 280). III. Distributing the Gifts (see p. 275). IV. Serving one Another. Pitman.

Nelson's Geography Texts. EAST, W. GORDON. (Ed.). I. Man's

Environments (see p. 259). II. Oceania (see p. 317). III. Asia (see p. 298). IV. North America (see p. 311). V. South America. *In preparation.* VI. Africa. *In preparation.* VII. Europe (see p. 289). VIII. British Isles (see p. 276). IX. World Geography: Human (see p. 265). X. World Geography: Physical (see p. 259).

The New Oxford Geographies. STEMBRIDGE, J. H. I. Life and Work at Home and Overseas (see pp. 265 and 278). II. The Southern Continents (see pp. 306, 316 and 319). III. North America and Asia (see pp. 299 and 313). IV. Part I. Europe (see p. 292). Part II. The British Isles (see p. 278). Also available as separate volumes: The Americas, 9s. Africa, Australia and Asia, 10s. South America, 6s. Africa, 6s. Africa, Australia and Asia, 10s. South America, 6s. Africa, 6s. Australia and New Zealand, 5s. 6d. North America, 6s. 6d. Asia, 6s. 6d. O.U.P.

A sound and comprehensive series, well illustrated, and with abundant sketch-maps and diagrams. It is designed primarily for General Certificate (Ordinary Level) candidates, and appropriate exercises are included.

New Ventures in Geography. SPINK, H. M. AND BRADY, R. P. The Foundations (see p. 265). Map Reading Book (see p. 324). The Southern Lands (see pp. 306, 316 and 319). The Asiatic World (see p. 299). Great Britain and Ireland (see p. 278). The North Atlantic Nations (see p. 292). Schofield and Sims.

New Visual Geography. MOORE, W. G. Ice-Cap and Tundra. Iron and Steel Production. The Mining of Coal. The Northern Forests. The Production of Oil. Rivers and their Work. The Temperate Grasslands. 6s. 6d. each. Hutchinson.

This series as a whole is based on the first-rate large photographs which take up half the book space. They provide good material for class work and suggestions for further work are included. The examples chosen to illustrate each topic are taken from a wide range of countries. (See pp. 262 and 263.) R.A.

The New World-Wide Geographies, Second Series. STEMBRIDGE, J. H. I. North and South America (see p. 310). II. Africa, Asia and Australia (see pp. 299, 306 and 319). III. Europe and the British Isles (see pp. 278 and 292). IV. World at Work: an Economic Geography (see p. 271). O.U.P.

Throughout this series the emphasis is on human geography, with the intention of fostering a sympathetic understanding of people in different environments. They are attractively produced, profusely illustrated and should have a strong appeal for secondary modern pupils. (See also *The World-Wide Geography Practical Note-Books*.)

One Approach Geography-History Series. STEWART, S. (Ed.) France (see p. 294). U.S.A. (see p. 311). Canada (see p. 311). South Africa (see p. 304). India, Pakistan and Ceylon (see p. 301). China (see p. 300). U.S.S.R. (see p. 302). Oliver and Boyd.

Our Wonderful World. KIRTLEY, MARJORIE E. I. Fruits of the Field and Forest. (See pp. 241 and 253.) II. Workers of our Islands. (See pp. 241 and 253.) III. The Discoverers of the World. (See p. 253.) IV. Eurasia, Australia, Africa, the Americas (2 parts. See pp. 296, 304 309, 317.) Warne.

These books are of absorbing further reading for pupils on regions taken in class. There are maps to show location, things to do and many photographs.

Our World. YOUNG, E.W., AND MOSBY, J.E.G. I. Our Town and Beyond (see p. 279). II. Our Neighbours Overseas (see p. 272). III. Our Changing World (see p. 266). IV. Our World and Ourselves (see pp. 266 and 279). Arnold.

This series can be recommended for secondary modern classes, and especially for C streams. Line drawings, sketches, many of them humorous, and photographs form an integral part of the scheme, and there are many suggestions for practical work and group projects. The books are planned on a concentric system in which geographical principles of widening scope are introduced gradually. Each double page is a complete unit in itself, but fits into a progressive plan of study.

The Oxford Geographical Note-Books for Secondary Schools. STEM-BRIDGE, J.H. O.U.P. (See p. 326.)

Oxford Progressive Geography. Junior Series. MCBAIN, F.C.A. Introductory: The First Two Years of Geography. 3s. 3d. I. Pictures from Africa and the Mediterranean Basin, 3s. 6d. II. The New Lands: America, Australia and New Zealand, 6s. III. The Old Lands: Asia and Europe. 6s. 6d. IV. A Physical and Regional Geography of East Africa (*in preparation*). O.U.P. Reprinted 1963.

Excellently produced books. Books I-III have an accompanying teacher's handbook (3s. 6d. to 4s. 6d.) An important object of these books is to develop skills in the child, e.g. understanding of pictures, maps, graphs, etc. Questions and exercises are also included. C.E.F.

Oxford Progressive Geography. Senior Series. STEM-BRIDGE, J.H. I. Regions and Peoples of the World. II. Asia and Australia (see pp. 299 and 319); III. Pt. I. Europe with the British Isles (see p. 292). Pt. II. North and South America. IV. Africa (*in preparation*). O.U.P.

Panoramic Geographies. HAWKES, L.R. Unit I. North and South America. (See p. 309.) Unit II. Africa, Southern Asia and Australia. (See p. 303.) Unit III. Europe and U.S.S.R. (See pp. 290 and 302.) Unit IV. The British Isles. (See p. 274.) Wheaton.

People's Jobs. The Deep Sea Fisherman (see p. 293). The Farmer (see p. 279). The Polar Explorer (see p. 333). The Coal Miner. The

Airline Crew. The Policeman. The Postman. The Engine Driver. The Fireman. The Ship's Crew. 9s. 6d. boards. 7s. limp. E.S.A.

Philip's Pictorial Booklets. How Do We Govern? How Are We Fed? (See p. 280.) How We Are Clothed. (See p. 280.) How We Work Together. How We Carry. How We House Ourselves. (See p. 281.) Philip. 3s. each.

Photo Books of the World Series. OORTHUYSEN, C. AND OTHERS. Bruno Cassirer, Oxford, dis. by Faber. (See pp. 295 and 300.)

Photographic Books. Brazil in Pictures: BON, A. AND OTHERS. (See p. 316.) Sunlit Spain, 160 pp. 1954. (*Out of print.*) 21s. Eternal Egypt, 144 pp. 1955. 21s. The Netherlands in Photographs, 116 pp. 1955 21s. Russia in Pictures, 144 pp. 1956. 25s. (*of out print.*) Hungary (see p. 294). Turkey (see p. 300). Duckworth.

Photographic Geography. MURRAY, A. Books I and II (see p. 232). Books III and IV (see p. 263). Collins.

Pictorial and Practical Geographies. BUDDEN, L.M. I. The Ground-work of Geography (see p. 258). II. The Southern Continents (see pp. 303, 315 and 317). III. The British Isles and North America (see pp. 267 and 310). 4. Europe and Asia (see p. 293 and 296). Evans.

The series is well written, attractively set out, splendidly illustrated and the sketch-maps are most helpful. Beginning with the school area, it provides a regional treatment of the world suited to secondary modern work and some classes in grammar schools.

Practical Map Books. WHYBROW, S.J.B. Dent. (See p. 327.)

Programmed Geography. BUCHANAN, CYNTHIA D. Collier-Macmillan. (See p. 458.)

Progressive Exercises in Practical Geography. THURSTON, C.B. Arnold. (See p. 327.)

Quest Library. CRAIG, G. This Restless Earth (see pp. 338). ELLIOTT-CANNON, A. Australia (see p. 319). SIBLEY, D. Canada (see p. 314). WORVILL, R. Exploring the Heavens (see p. 247). Oliver and Boyd.

Real Geography. FAIRGRIEVE, J., AND YOUNG, E. I. South America, Australia and New Zealand. 110 pp. 6s. 3d. II. North America. 110 pp. 6s. 3d. III. Africa and Southern Europe. 110 pp. 6s. 3d. IV. Asia.

110 pp. 6s. 3d. V. Europe. 130 pp. 6s. 3d. VI. The British Isles. 184 pp. 6s. 9d. Philip.

Each book describes ten selected topics in some detail. There are good pictures, suggestions for further work by pupils at the ends of the chapters and a summary in note form at the end of each book. This is a valuable series giving detailed information on sound geographical principles.

The Regional Books. General Editor: VESEY-FITZGERALD, B. Hale. (See p. 285.)

Revision Course in World Geography. RAYNS, A. W. Books I and II. (See pp. 264 and 291.) Bell.

Rivers Series. STONE, I. The Clyde Valley (see p. 278). DOTT, G. The Forth Valley (see p. 273). Chambers.

Secondary School Geographies. SILLEY, P. T. Australia and New Zealand (see p. 318). Africa (see p. 305). Asia (see p. 299). North America (see p. 312). South and Central America (see p. 316). The British Isles (see p. 277). Europe (see p. 292). *Physical Geography.* Schofield and Sims.

Each book in this series, except *Physical Geography*, is accompanied by a supplementary pamphlet designed as a lesson summary and containing revision outlines, crosswords and exercises.

Sketch-Map and Exercise Books. PICKLES, T. Murray. (See pp. 276, 263, 291, 298, 305, 312, 316, 318 and 324.)

The Southern Continents. PICKLES, T. I. South and Central America (see p. 316). II. Africa (see p. 305). III. Australia, New Zealand, and the Pacific Islands (see p. 318). Dent.

The Story of New Zealand. SYME, R. Book I. *We Dip into the Past.* Book II. *Life in New Zealand Today.* Book III. *A Tour of New Zealand.* Pitman. 40 pp. each. 1954. 2s. 6d. paper; 3s. 3d. limp cloth each. (See p. 255.) These 3 books are in *The Islands Series.* (See p. 349.)

Stories of Industry. McNICOL, H. Coal. Paper. Iron and Steel. Petroleum. Rubber. Coffee and Tea. Sugar and Cocoa. Glass. Pottery. Warne. 64 pp. each. 1948-50. 1s. 3d. each. (See pp. 242, 255 and 269.)

Studies and Exercises in Human Geography. MONEY, D. C. I. Africa. II. Australia and New Zealand. III. Southern Asia. IV. The British Isles. University Tutorial Press. 48 pp. each 1959-63 (1st pub. 1956-59) 4s. 9d. each.

In each book concise notes are accompanied by many excellent maps, photographs, drawings and diagrams which illustrate how people live in various regions. There are about 150 questions in each, which require search in library books or help from the teacher for full answers. The books are useful for pupils preparing for G.C.E. Ordinary Level.

The Study Map Note Books. MURRAY, A. I. The British Isles (see p. 276). 2. The New Europe (see p. 290). 3. Asia (see p. 298). 4 North and South America (see p. 309). 5. Africa (see p. 304). 6. Australia, New Zealand and the Pacific (see p. 318). 7. North America (see p. 312). Collins.

The Twins Series. Cape. (See p. 255.)

Understanding the Modern World. MORRIS, R. W. Transport, Trade and Travel through the Ages (see pp. 337, 328). Town Life through the Ages (see p. 337). Your Food and Drink (see p. 270). Your Local Buildings (see p. 286). Allen and Unwin.

Useful, stimulating material for project work with top juniors and secondary modern pupils, though primarily historical rather than geographical. There is much illustrative material, and the text is designed to lead children to the interpretation of pictures. The suggestions for further work are helpful.

Where, How and Why Series. MURRAY, A. The British Isles: Where, How and Why. (See p. 276.) Europe: Where, How and Why. 128pp. 1961. 8s. 6d. Our Changing Commonwealth: Where, How and Why. 128 pp. 1962. 8s. 6d. North America: Where, How and Why. 80 pp. 1963. 7s. Collins.

The Young Traveller. Young Traveller in Australia: Kathleen Monypenny. Young Traveller in Austria: Christa Esterhazy. In Belgium: K. M. Willcox. Young Traveller in Canada: J. H. Ingram. Young Traveller in China: C. E. Roberts. Young Traveller in Czechoslovakia: Marie Burg. Young Traveller in Denmark: Charles Strong. Young Traveller in England and Wales: G. Trease. Young Traveller in the Far North: Iceland, Greenland and Alaska: Geoffrey Williamson. Young Traveller in Finland: Sylvie Nickels. Young Traveller in France: A. Reid. Young Traveller in Germany: Egon Larsen. Young Traveller in Greece: G. Trease. Young Traveller in Holland: L. van Someren. Young Traveller in India and Pakistan: G. Trease. Young Traveller in Ireland: Maisie Herring. Young Traveller in Israel: K. M. Willcox. Young Traveller in Italy: David Raymond. Young Traveller in Japan: Ann Thwaite. Young Traveller in Malaya and the China Sea: Donald Moore. Young Traveller in Mexico: Betty Ross. Young Traveller in Middle East: Maureen Tweedy.

Young Traveller in New Zealand: Hilda M. Harrop. Young Traveller in Norway: G. and Beth Hogg. Young Traveller in Portugal: Honor Wyatt. Young Traveller in Russia: Wright W. Miller. Young Traveller in Scotland: I. Finlay. Young Traveller in South Africa: A. Delius. Young Traveller in South America: Margaret Faraday. Young Traveller in the South Seas: Lucille Iremonger. Young Traveller in Space: Arthur C. Clarke. Young Traveller in Spain: Frances Wilkins. Young Traveller in Sweden: G. L. Proctor. Young Traveller in Switzerland: Mariann Meier. Young Traveller in Tropical Africa: W. Robertson. Young Traveller in Turkey: Irfan Orga. Young Traveller in the U.S.A.: Elizabeth Yates. Young Traveller in the West Indies: Lucille Iremonger. Phoenix. 11s. 6d. each.

Although the amount of geographical detail varies from volume to volume, the books give a lively introduction to the way of life of the people and the character of the countries described.

SECTION VIII

BOOK LIST FOR TEACHERS AND SIXTH FORMS

THE PHYSICAL BASIS OF GEOGRAPHY

ANDERSON, M.S. *Splendour of Earth*. Philip. 400 pp. 1954. 28s. 6d.
(See p. 526.)

BARNES, M. (Ed.). *The Mountain World*. Allen and Unwin. 270 pp.
1962-63. About 36s. Published every 2 years.

First-hand accounts of comparatively recent mountain climbs, with some specialized references to glaciology and vulcanicity. Magnificent illustrations. There are sixty-four pages of pictures, double-spreads and fold-outs, half-tone; some maps related to separate accounts and diagrams of ice movement.

BECKINSALE, R.P. *Land, Air and Ocean*. Duckworth. 370 pp. 1960
(1st pub. 1943). 25s.

A useful introductory study.

BEISER, A. *Our Earth*. Arco Publications, MacGibbon and Kee.
149 pp. 1961. 12s. 6d.

Collects together various theories concerned with dimensions of world, solar system, interior and crust of the earth, formation of continents, etc. A semi-popular book but quite difficult reading. Most of the material can be found in various textbooks. M.M.H.

BRINTON, H. *Measuring the Universe*. Methuen's Outlines. Methuen.
100 pp. 1962. 15s.

An account by an astronomer of the methods used in determining the size and nature of the visible universe, and including information about such matters as the latest developments in Radio Astronomy and satellite orbits. (See p. 351.) M.S.

CARSON, RACHEL L. *The Sea Around Us*. Staples. 230 pp. 1956.
(1st pub. 1951). 15s.

A readable and imaginative introduction to most aspects of the seas and oceans of the world, their origin and marine life.

COTTON, C.A. *Climatic Accidents in Landscape Making*. Whitcombe and Tombs. Australia. 374 pp. 1942. 32s.

This is an important work on those processes and land forms resulting from climatic 'accidents' or changes, for example, from humid to arid conditions. It has a wealth of diagrams and illustrations.

COTTON, C. A. *Landscape as Developed by the Processes of Normal Erosion*. C.U.P. 509 pp. 1948 (1st pub. 1941). 60s. (Out of Print.)

An authoritative study of the evolution of landscape with many beautiful photographs of scenery and examples of physical evolution in New Zealand.

COTTON, C. A. *Volcanoes as Land-Formers*. Whitcombe and Tombs. Australia. 416 pp. 1944.

A comprehensive study illustrated with a wealth of diagrams and pictures.

CULLINGFORD, C. H. D. *British Caving*. Routledge and Kegan Paul. 608 pp, 2nd enlarged edition. 1962 (1953) 75s.

This is a scientific and comprehensive account of caving. It gives several chapters to the science of caves, their origin and formation, and also an account of the British caving regions. The second half of the book deals with the details of the sport.

DARWIN, C. *The Structure and Distribution of Coral Reefs*. Univ. of California (C.U.P.). 1962. \$1.95 (17s.).

This is a republication of Charles Darwin's famous book, originally published in 1842. H. W. Menard adds a foreword explaining how recent research, especially the Eniwetok borings of 1952, throws further light on this problem. There are three large maps and five line drawings from Darwin's 1842 edition plus one cross section diagram and one map showing recent work. M.W.

DAVIS, W. M. *Geographical Essays*. Dover Publications Inc. New York. (Constable.) 777 pp. 1954 (1st pub. 1909). 24s. paperback

This is an unabridged version of the great series of essays first published in 1909. It contains such works as the 'Geographical Cycle' which can still excite discussion as on the day when they were first published. There are 130 diagrams and the geographical accuracy is excellent. H.R.C.

DAVISON, C. *Great Earthquakes*. Allen and Unwin (Murby). 286 pp. 1936. 25s.

An old book, but of some use. Will appeal to those with a particular interest in physical geography, and although a knowledge of geology is not essential, the lack of a general explanatory introduction makes the terminology a little difficult in parts. Not attractively written, the book has some useful facts and avoids sensationalism; a useful reference work. J.P.

DE MARTONNE, E. *Traité de Géographie Physique*, Armand Colin. 3 vols. 1913.

A well-known classic on the physical basis of geography. Its illustrations, maps and diagrams are most valuable.

DE MARTONNE, E. *A Shorter Physical Geography*. Trans. E. D. Laborde. Advanced Geography. Chatto and Windus. 1939. (1st pub. 1927.) 12s. 6d.

This is a most valuable book. It gives the essence of many aspects of the great classic *Géographie Physique* by E. de Martonne. Some illustrations from the British Isles and North America have been inserted and the exercises adapted to suit English and American students. Good use is made of topographical maps. (See p. 342.)

DURY, G. *Face of the Earth*. Pelican. Penguin Books. 6s.

ELLIS, CLARENCE. *The Pebbles on the Beach*. Faber. 163 pp. 1954. 15s.

A fascinating book, written in non-technical terms yet nevertheless scholarly, with considerable information about the coasts of England and Wales. It includes four full-page colour plates of various pebbles, faced by a page of annotation, and a useful appendix of books on sea beaches, geology and geological survey maps.

FINCH, V.C., AND TREWARTH, G.T., ROBINSON, A.H., AND HAMMOND, E.H. *Elements of Geography: Physical and Cultural*. McGraw-Hill. 693 pp. 1957 (4th edition). 66s. Part I. published separately. 541 pp. 62s.

Part I, occupying about seven-tenths of the whole, deals with physical elements—weather, climate, land forms, resources—and emphasizes world physical patterns rather than describing specific areas in detail. Part II deals with man's use of the land. Liberally illustrated.

FLETCHER, GUSTAV L., AND WOLFE, CALEB W. *Earth Science*. Harap. 568 pp. 4th edition 1959. 36s.

FOX, C.S. *The Geology of Water Supply*. Technical Press. 230 pp. 1949. 30s. *Out of Print*.

A book which is technically accurate, but written for the general reader, with clear diagrams and photographs.

FOX, C.S. *Water*. Technical Press. 176 pp. 1952. 32s. 6d.

A clear, readable account which avoids elaborate scientific detail. It has many practical examples and photographs.

GAMOW, G. *Biography of the Earth*. Papermac No. 18. Macmillan. 242 pp. Revised edition 1959 (1st pub. 1941). 16s.

This interestingly written book provides the reader with a clear summary of the hypotheses relating to the Earth's origin. Other subjects discussed include: the earth's structure, mountain building processes, the evolution of the continents, the origin of life and climates of the past. There are twenty-seven photographic plates and fifty-eight other illustrations including maps. M.F.R.

GASKELL, T.F. *Under the Deep Oceans*. Eyre & Spottiswoode. 240 pp. 1960. 25s.

The book describes methods used by modern oceanographic expeditions, and the present state of knowledge of the earth's crust below the ocean bed. The book is directed to the general reader and not the scientific specialist. E.R.G.

GRABAU, A.W. *Principles of Stratigraphy*. Dover publications Inc. New York (Constable). Vol. I. 581 pp., Vol. II. 594 pp. 1960 (1st pub. 1913). 20s. per vol., paperback.

Our knowledge of stratigraphy has been greatly extended in recent years but Grabau's work remains a very comprehensive work of reference on this subject. There are many diagrams in both volumes. H.R.C.

GRESSWELL, R. K. *Sandy Shores in South Lancashire*. Liverpool Studies in Geography. Liverpool University Press. 180 pp. 1953. 30s. A geomorphological study of the coast of South-West Lancashire between Blackpool and Birkenhead. (See p. 471.)

HOLMES, A. *Principles of Physical Geology*. Nelson. 532 pp. 1953 (1st pub. 1944). 45s.

This is a valuable book for sixth-form physical geography, being clearly and interestingly written and profusely illustrated. It is not too difficult for non-scientific pupils. There is less emphasis on land forms and types of landscape than on processes.

HORROCKS, N. K. *Physical Geography and Climatology*. Longmans. 368 pp. Reprinted 1962 (1st edition 1950). 25s.

This book has been written especially for pupils in secondary grammar schools preparing for Advanced Level examinations. It provides the necessary grounding in physical geography; it is systematic in its approach, clear and concise; and it is well illustrated with both photographs and diagrams.

HOWE, G. M. AND THOMAS, P. *Welsh Landforms and Scenery*. Macmillan. (See p. 417.)

HUTCHINGS, GEOFFREY. *Landscape Drawing*. Methuen. 144 pp. 1960. 30s.

A very helpful guide to field sketching by the former Warden of Juniper Hall Field Centre.

KELLAWAY, G. P. *A Background of Physical Geography*. Macmillan. 232 pp. 1945. 12s. 6d.

A standard work covering all aspects of physical geography, including natural regions, written simply with good, clear diagrams and maps. It may be recommended either as a library book or textbook for advanced work in the grammar school.

KING, C. A. M. *Beaches and Coasts*. Arnold. xii + 404 pp. 1959. 65s. The book is concerned with the beaches and coasts of the whole world, illustrated with 150 maps and diagrams.

KUENEN, P. H. *Realms of Water*. Cleaver-Hume Press Ltd. 1955. 327 pp. 35s.

A graphic and stimulating presentation of familiar material. Profusely illustrated with diagrams and drawings of many kinds. A valuable book of reference for teachers at all levels.

LAKE, P. *Physical Geography*. C.U.P. 510 pp. 1958 (1st pub. 1915). 25s.

This is still deservedly one of the most popular texts for advanced pupils. It is beautifully produced, the readable text being clearly printed, with exquisite photographs and many simple diagrams.

LOBZACK, THEO. *Earth's Envelope*. Collins. 256 pp. 1959. 21s.

MILLER, A. A. *The Skin of the Earth*. Advanced Geographies. Methuen. 198 pp. 1953. 21s.

This book contains a large number of exercises in the physical basis of geography intended for use mainly in university departments of geography. Many of the exercises, however, particularly in meteorology and climatology, will be useful for sixth-form students of geography. Many teachers will find that some of the exercises can be simplified for use lower down the school, and all teachers should be aware of the cartographic techniques that the exercises illustrate. This book should certainly be in the school reference library for use by the teacher and senior pupils.

MONKHOUSE, F.J. *The Principles of Physical Geography*. U.L.P. 512 pp. 1962 (1st pub. 1954). 30s.

This book is planned and written specifically for the needs of sixth forms. It includes valuable chapters on oceanography, climate, soil and vegetation. A notable feature is the abundance of located examples of phenomena accompanied with clear and straightforward sketch-maps and diagrams. The selection of topics and details is adequate for the purpose of the book. There is a first-rate appendix giving suggestions for further reading.

MONKHOUSE, F.J. *A Study Guide in Physical Geography*. U.L.P. 95 pp. 1958 (1st pub. 1956). 3s. 9d.

It is what it sets out to be, a guide for private study, for level is well above that intended, i.e. sixth form. Very useful book lists. Will be of most value to sixth-form teachers. It is a companion guide to the author's *The Principles of Physical Geography*.

MOORE, RUTH. *The Earth We Live On*. Cape. 348 pp. 1957. 35s.

An interesting outline of the development of theories about the earth and its origins from the myths of Ancient Greece to the work of present-day North American scientists; it would give useful historical background for advanced students. There are twenty-five black-and-white photographs, twenty-three line illustrations and five maps. (See p. 367.).

PEEL, R.F. *Physical Geography*. Teach Yourself Geography. English Universities Press. 290 pp. 2nd edition 1958 (1st pub. 1952). 10s. 6d. A very useful introduction to the field of physical geography. (See p. 473.)

PILKINGTON, R. *The Ways of the Sea*. Routledge and Kegan Paul. 166 pp. 1957. 12s. 6d.

An attempt at a popular account of waves, tides, currents, and the principles of coastal evolution, by an author who has had much experience of sea and river navigation. The outlook is that of a mathematician rather than a geographer and the book is not easy to read. Sixth forms would find it an excellent amplification of material usually over-generalized in textbooks of physical geography. There are about twenty impressionistic drawings and a few elementary sketch-maps.

SHEPHERD, W. *The Living Landscape of Britain*. Faber. (See p. 410.)

SPARKS, B.W. *Geomorphology*. Geographies for Advanced Study. Longmans. 371 pp. 1962. 45s.

This book provides university students with a sound introduction to the specialized aspects of geomorphology. It is a systematic approach to the origins of land forms with regional examples. Diagrams have been kept as simple as possible. (See p. 471.)

STAMP, L.D. *Physical Geography and Geology*. Longmans. 256 pp. 1953 (1st pub. 1938). 13s.

A sound introduction to the study of physical geography. The relationships with geology and biology are clearly discussed. Many good examples are given.

STEERS, J.A. *The Coastline of England and Wales*. C.U.P. 644 pp. 1948 (1st pub. 1946). 35s.

This detailed and scholarly treatise is an essential reference for the study of particular coast areas or features of erosion and deposition.

STEERS, J.A. *The Coast of England and Wales in Pictures*. C.U.P. 146 pp. 1960. 30s.

An enlarged edition of that originally published in 1948, itself based on the collection in J. A. Steers, *The Coastline of England and Wales*. A magnificent series of photographs of coastal features, in which air views are placed with ground photographs of the same features, where possible. A brief written section explains the significance of the pictures. M.W.

STEERS, J.A. *The Unstable Earth*. Geological Series. Methuen. 345 pp. 5th edition 1961 (1st pub. 1932). 25s.

A review of some of the larger problems of geomorphology. Early chapters deal with the more important structural elements of the earth, with a plan of past and present mountain systems. Recent work on seismology is included, with stress on such problems as raised beaches and river terraces. This is an interesting work which has a place in the school and college reference library.

STRAHLER, A.N. *Exercises on Land Forms*. Methuen. 40 pp. 1953. 3s.

Black-and-white extracts from United States maps illustrate various physical land forms, with exercises. Teachers in this country will find the simple examples and exercises useful for sixth-form work.

UMBGROVE, J.H.F. *Symphony of the Earth*. Martinus Nijhoff, The Hague. 231 pp. 1951.

This very readable book affords an excellent introduction to the science of geomorphology. It is concerned with those terrestrial processes which have led to the shaping of the world today. Although at first sight such chapters as 'Symphonia terrestris' followed by 'A country below sea-level' (a description of the formation of Holland) appear to be unrelated, they are in fact skilfully interwoven. The language is simple and topical and the book has a large number of excellent diagrams and photographs.

VON ENGELN, O.D. *Geomorphology, Systematic and Regional*. Collier-Macmillan. 655 pp. 1942. 70s.

A textbook emphasizing the Davisian approach to geomorphological studies, in which a discussion of the divergent conclusions of the German school of Walther Penck is particularly helpful. It is clearly written, scholarly and well illustrated. It is an indispensable text in this field of study.

WOOLDRIDGE, S. W., AND LINTON, DAVID L. *Structure, Surface and Drainage in South-East England*. Philip. 184 pp. 1955. 21s.

This is classic study in geomorphology, indispensable for its content and method of approach. It is also a model of geographical style.

WOOLDRIDGE, S. W., AND MORGAN, R. S. *An Outline of Geomorphology: The Physical Basis of Geography*. Longmans. 409 pp. 1960 (1st pub. 1937). 40s.

This is an authoritative textbook written for advanced students. It gives a systematic treatment with good maps and illustrations, and at the same time alternative theories are discussed.

GEOLOGY

AGER, D. V. *Introducing Geology*. Faber. 243 pp. 1961. 30s.

An interesting and non-technical account of the Historical Geology of Britain. The basic principles of Geology are introduced as they fit into the story. R.A.

ARKELL, W. J. *Jurassic Geology of the World*. Oliver and Boyd. 824 pp. 1956. 105s.

A massive and scholarly work, carefully documented and well illustrated, though the field is limited. Probably of greatest value to a course involving geology.

BLYTH, F. G. H. *A Geology for Engineers*. Arnold. 334 pp. 1962 (4th edition). (1st pub. 1943.) 30s.

A very good general account.

British Regional Survey. Handbooks of the Geological Survey. (See p. 419.)

CASANOVA, R. *Fossil Collecting*. Faber. 142 pp. 1960. 18s.

An illustrated guide to fossil collecting written in non-technical language. R.A.

CHALLINOR, J. *A Dictionary of Geology*. University of Wales Press. 235 pp. 1962. 30s.

A significant and pioneer work in this field in which 1,500 geological names and terms are explained in reasonable fullness. The dictionary gains immeasurably by using classic works of geological literature as acknowledged source material, and should be part of a teacher's reference shelf. R.A.W.

CHARLESWORTH, J. K. *The Geology of Ireland*. Oliver and Boyd. 292 pp. 1953. 25s.

A sound and systematic treatment of the physical development of Ireland from pre-Cambrian times to the present day. It is well illustrated with maps, diagrams and photographs.

CHARLESWORTH, J. K. *The Quaternary Era*. Arnold. 2 vols. 1,778 pp. 1957. 16 gns.

A monumental work. Vol. I deals with Glaciology and Glacial-geology and Vol. II with the Stratigraphy of the Quaternary. Extremely well documented as to the different views which have been put forward on innumerable topics. An invaluable source for anyone seriously concerned with Quaternary problems, with thousands of references, both British and foreign; but anyone not wishing to go too deeply into the subject is liable to be rather overwhelmed.

COTTON, C. A. *Geomorphology*. Whitcombe and Tombs. Australia. 505 pp. 1945 (4th edition).

This book gives a sound and systematic treatment of the science of land forms, abundantly illustrated with diagrams and pictures.

DAVIES, G. M. *Geology of London and South-East England*. Allen and Unwin (Murby). 198 pp. 1939. Out of print.

A well-known work, adequate in its detail and comprehensive in its treatment.

DAVIES, G. M. *A Student's Introduction to Geology*. Allen and Unwin (Murby). 246 pp. 1949. Out of print.

A factual account, which does not cover the subject very fully.

Directory of British Fossiliferous Localities. Palaeontographical Society, Burlington House, London, W.1. 268 pp. 1954. Standard edition 7s. 6d., Interleaved edition 12s. 6d. *Out of print*.

EARLE, K. W. *The Geological Map*. Methuen. 96 pp. 1952 (1st pub. 1936). 6s. 6d.

A textbook for use with sixth-form geography specialists or geology students, dealing with outcrops, unconformities, folds, faults, inliers and outliers, igneous-metamorphic rocks, and geological map-reading. Sections which may be omitted at a first reading are printed in smaller type. This is a sound book for study in conjunction with geological maps.

EDMUNDS, F. M. *Geology and Ourselves*. Hutchinson. 256 pp. 1960 (1st pub. 1955). 30s.

After four chapters devoted to an outline of Geology the rest of the book is concerned with its economic application (water supply, engineering, agriculture, mining, building materials, etc.). Many useful examples are given on the practical application of Geology. The clearly drawn maps and diagrams are a distinct asset. R.A.

FLINT, R. F. *Glacial and Pleistocene Geology*. John Wiley & Sons (Chapman and Hall). xiii + 553 pp. 1957. 94s.

Begun as a revision of *Glacial Geology and the Pleistocene Epoch*, but became a new book. Much new and up-to-date material added, whilst remainder has been very substantially altered. Well illustrated (138 figs. and five plates). The most authoritative and readable book on glaciology, etc. at not too excessive a price.

GAMOW, G. *Biography of the Earth*. Macmillan. (See p. 360.)

Geological Survey. (See p. 419.)

Geologists' Association Guides. Benham and Co. Ltd., Sheepen Road, Colchester, Essex. 2s.-3s. 6d. (1s. 6d.-3s. to members). The following twenty-three Guides are in print and others are in preparation: *The Geology of the Area around Birmingham* by P. A. Garrett, W. G. Hardie, J. D. Lawson and F. W. Shotton; *Geology around the University Towns: the Oxford District* by W. S. McKerrow; *The Area around Manchester* by R. M. C. Eagar, F. M. Broadhurst and J. W. Jackson; *The Area around Stoke on Trent* by F. Wolverson Cope; *The Area around Sheffield* by C. Downie; *Geology around the University Towns: Hull* by W. S. Bisat, L. F. Penny and J. W. Neale; *Geology of some British Coastal Areas: the Southampton District and Bracklesham (Sussex) coastal sections* by D. Curry and D. E. Wisden; *Geology around the University Towns: the Durham Area* by K. C. Dunham and W. Hopkins; *Geology around the University Towns: the Cardiff District* by J. G. C. Anderson; *Geology around the University Towns: Swansea, South Wales* by T. R. Owen and F. H. T. Rhodes; *Geology around the University Towns: North-East Ireland, the Belfast Area* by J. K. Charlesworth and J. Preston; *The Dorset Coast from Poole to the Chesil Beach* by M. R. House; *Central Weald: Hastings Beds* by P. Allen; *Geology of some British Coastal Areas: The Isle of Wight* by C. W. Wright and D. Curry; *The Peak District, Derbyshire* by F. Wolverson Cope; *Geology of some Classic British Areas: Geological Itineraries for South Shropshire* by W. F. Whittard; *Geology of Snowdonia* by D. Williams and J. G. Ramsay; *Geology of the Weald* by J. F. Kirkaldy; *The London Region* by W. S. Pitcher, N. B. Peake, J. N. Carreck, J. F. Kirkaldy, S. W. Hester and J. M. Hancock; *North-East Scotland: The Dalradian* by H. H. Read; *Isle of Arran* by S. I. Tomkeieff; *Dartmoor: The North-West Margin and other Selected Areas* by W. R. Dearman; *Geology of the Yorkshire Coast: I. The Jurassic* by J. E. Hemingway and V. Wilson, *II. The Cretaceous* by C. W. Wright.

The guides are illustrated by sketch-maps and sections and each contains a short bibliography. It is intended to add to the series as possible and also to keep the series up to date. The size and price of the guides will vary. They will be invaluable when planning field excursions.

HARKER, A. *Metamorphism: A Study of the Transformation of Rock Masses*. Methuen. 362 pp. 1950 (1st pub. 1932). 27s. 6d.

This interesting and scholarly work consists of a course of lectures delivered at Cambridge. The author conceives of metamorphism as a process, not a state, and deals firstly with thermal metamorphism and secondly with dynamic and regional metamorphism. The text is accompanied by a large number of diagrams.

HILLS, E.S. *Elements of Structural Geology*. Methuen. 483 pp. 1963. £5 5s.

An extremely complete account of the structural basis of the earth's crust, ending with a chapter, following orthodox lines, on geomorphology and structure. The book is profusely illustrated. M.S.

HIMUS, G.W., AND SWEETING, G.S. *The Elements of Field Geology*. University Tutorial Press. 270 pp. 1955 (1st pub. 1951). 16s.

Tables for the identification of rocks, minerals and fossils.

JONES, W.R. AND WILLIAMS, D. *Minerals and Mineral Deposits*. Home University Library of Modern Knowledge. O.U.P. 248 pp. 1954 (Reprint). 7s. 6d.

The book deals with history, shape, structure, occurrence, etc., of minerals. The claim that this book is for the non-technical reader is not wholly justified, for the sections on internal structure and physical character require previous knowledge. However, there is much useful information for the geographer in a small book, easy to handle, and the useful glossary at the end. There are fifty-six diagrams and sections.

KENT, H.H. *Prelude to Geology*. Benn. 120 pp. 1947. 6s.

An elementary introduction to the study of rocks which, in Section III, presents in a simple but interesting way the evolution of the structure of the main regions of Great Britain.

KIRKALDY, J.F. *The General Principles of Geology*. Hutchinson. 332 pp. 1962 (1st pub. 1954). 35s.

A full coverage of all the aspects of Geology, well illustrated by clear maps and diagrams. R.A.

LAKE, P., AND RASTALL, R.H. *A Textbook of Geology*. Arnold. 491 pp. 5th edition 30s.

A standard, authoritative reference book for the specialist geographer or geologist. Much of the mineralogy and petrology has been omitted in the latest edition, while the sections on sedimentary rocks have been enlarged. The first chapters deal fully with the fundamentals of physical geography. Many diagrams, sketches and photographs are given.

MOORE, RUTH. *The Earth We Live On—The Story of Geological Discovery*. Cape. 348 pp. 1957. 35s.

The growth of geological knowledge traced from the Greeks to the present day (radioactivity, etc.). Enthusiastically but rather uncritically written, whilst the bias is distinctly American. Well illustrated and with references. (See p. 362. Physical Geography.)

MOORE, R. *Man, Time and Fossils*. Cape. 400 pp. Revised and enlarged 1962 (1st pub. 1954). 35s.

The 1962 edition gives additional information on recent discoveries of early man and methods of dating. E.E.E.T.

OAKLEY, K. P., AND MUIR WOOD, H. M. *The Succession of Life through Geological Time*. The Natural History Museum, British Museum. 92 pp. 1956 (3rd edition). 4s.

An excellent summary, authoritative and well illustrated.

RAISTRICK, A. *Teach Yourself Geology*. English Universities Press. 272 pp. 1950. 6s.

A good clear account, well written.

READ, H. H. *Geology*. Home University Library. O.U.P. 254 pp. 1949. 10s. 6d.

As an introduction to earth history much of this book is within the grasp of the abler pupils in the secondary grammar or technical school. In a brief historical treatment the author describes how men came to understand the record of the rocks, followed by discussion of sedimentary rocks, earth movements, and a description of the events of different geological periods. The maps and diagrams are simple and clear, and there is a valuable bibliography.

SHEPHERD, W. *The Living Landscape of Britain*. Faber. (See p. 410).

STAMP, L. D. *Britain's Structure and Scenery*. New Naturalist Series. Book 4. Collins. 255 pp. 1949 (1st pub. 1947). 30s. Fontana edition. 8s. 6d.

This standard work contains a large number of illustrations and twelve maps and diagrams. It provides a general introduction to the geology of Britain and its influence on scenery. (See p. 472.)

SWINNERTON, H. H. *The Earth Beneath Us*. Muller. 315 pp. 1955. 25s.

An attractively written and well-illustrated non-technical account of the history of the earth. The life of the past is particularly well treated without too great morphological detail.

SWINNERTON, H. H. *Fossils*. The New Naturalist Series, No. 42. Collins. 274 pp. 1960. 30s.

An interesting and comprehensive account of the fossils of the British Isles, copiously and clearly illustrated by both photographs and line drawings. It provides a handbook both for the palaeontologist and for the keen amateur, and the accounts it gives of the researches of early investigators should provide a stimulus to field-workers of all ages. (See p. 472.) K.H.N.

TRUEMAN, A. E. *An Introduction to Geology*. Allen and Unwin. 268 pp. 1938. 14s.

A useful book for advanced classes or individuals, with a practical and not necessarily technical approach. Topics covered are: the significance of geology in the landscape; agents of erosion and deposition; rocks, their origins and arrangements, with resultant landscape forms; the historical geology of Great Britain; economic applications of geology; field work. The book contains numerous line drawings, maps and geological diagrams.

TRUEMAN, A. E. *Geology and Scenery in England and Wales*. Pelican Series. Penguin Books. 334 pp. 1963 reprint (1st pub. 1949). 5s.

This is one of those short books which gives a profound introduction to a subject. It is clear and the essentials of the relations between geology and scenery are given adequate treatment for understanding. There are maps, diagrams (sections) and line drawings.

TYRRELL, G. W. *The Earth and its Mysteries*. Bell. 278 pp. 1953. 18s. 6d.
This book is well written, with a geophysical emphasis.

TYRRELL, G. W. *The Principles of Petrology: An Introduction to the Science of Rocks*. Geological Series. Methuen. 349 pp. 1952 (1st pub. 1926). 25s.

This book covers the whole field of rock study in a form suitable for advanced students who already have a first grounding in geology. There are seventy-eight diagrams.

VERSEY, H. C. *Geology and Scenery of the Countryside round Leeds and Bradford*. Allen and Unwin. 94 pp. 1949. 10s.

A field excursion handbook for the non-technical but intelligent walker. A general introduction to geology is followed by separate treatments of the main rock materials of the area and their associated types of scenery. The remainder of the book deals with thirteen selected itineraries, with notes on the geology which may be observed. There are nineteen maps and geological diagrams.

WELLS, A. K. AND KIRKALDY, J. F. *Outline of Historical Geology*. Allen and Unwin (Murby). 414 pp. 1959 (1st pub. 1937). 32s.

A sound and authoritative introduction to the stratigraphy of Great Britain. It is abundantly and usefully illustrated with many geological sketch-maps and diagrams. It has a first-rate bibliography appended to each chapter.

SOILS

BENNETT, H. H. *Soil Conservation*. McGraw-Hill. (See p. 442.)

HALL, SIR ALFRED D. (revised by G. W. Robinson). *The Soil*. Murray. 322 pp. 1945 (1st pub. 1902). 12s. 6d.

This is a straightforward study of the science of soil. It is clear and provides the essentials of modern soil science.

JACKS, G. V., AND WHYTE, R. O. *The Rape of the Earth*. Faber. 313 pp. 1949 (1st pub. 1939). 36s.

The classic study of soil erosion throughout the world.

KUBIENA, W. L. *The Soils of Europe*. Allen and Unwin (Murby). 318 pp. 1953. (See p. 422.) 75s.

MARSHALL, T. J. *Relations between Water and Soil*. Commonwealth Bureau of Soils, Technical Communication, No. 50. 91 pp. 1959. 20s.

NYE, P. H., AND GREENLAND, D. J. *The Soil under Shifting Cultivation*.

Commonwealth Bureau of Soils, Technical Communication, No. 51. 156 pp. 16 illus. 1961. 20s.

OSBORN, F. *Our Plundered Planet*. Faber. 192 pp. 1948. 10s. 6d.

Written for the general public this book considers the problem of the conservation of the natural resources of the countries of the world with special reference to soil erosion.

PREScott, J. A., AND PENDLETON, R. L. *Laterite and Lateritic Soils*. Commonwealth Bureau of Soils, Technical Communication, No. 47, 51 pp. 1952. 6s.

A very useful, concise account of laterite soils, their world distribution and characteristics. (See p. 470.)

ROBINSON, G. W. *Mother Earth*. Allen and Unwin (Murby). 201 pp. 2nd. imp. 1947 (1st pub. 1937). 9s. 6d.

This book consists of a series of letters on soil addressed to Sir R. George Stapledon in which the writer pleads for the understanding of soil in order to make the best possible use of it in our islands. It is a scholarly approach, readable and stimulating. Such letters as No. 14, in which the writer discusses the soils of Great Britain, are most helpful to geographers.

ROBINSON, G. W. *Soils*. Allen and Unwin (Murby). 573 pp. 1950 (1st pub. 1932). 35s. *Reprinting*.

This is an authoritative work on the origin, constitution and classification of soils. It has a final chapter entitled 'The Geography of Soils', and is a most valuable introduction to the modern science of soils.

RUSSELL, J. *Lessons on Soil*. C.U.P. 134 pp. 1950 (1st pub. 1911). 9s. 6d.

This description of practical experiments which can be carried out in connexion with physical geography, school gardening and study of local farms, may be recommended to teachers in secondary schools.

RUSSELL, SIR J. *The World of the Soil*. Collins New Naturalist Series. Collins. 238 pp. 1957. 30s. Fontana edition 8s. 6d.

A very scholarly account by the leading authority on the topic. The work includes accounts of the formation of soil, man's control of the soil, the relationship between soils and landscapes, and soil analysis and surveys. There are four colour, forty-four black-and-white photographs and eleven text figures. (See p. 472.)

TEMPANY, SIR HAROLD J. *The Practice of Soil Conservation in the British Colonial Empire*. Commonwealth Bureau of Soils, Technical Communication. 1952 (1st pub. 1949). 106 pp. 10s. (See p. 470).

CLIMATOLOGY AND METEOROLOGY

BROOKS, C. E. P. *Climate in Everyday Life*. Benn. 314 pp. 1950. 25s. *Out of print*.

This is an exciting book. It examines the relationship of climate to our everyday life, the effect of climate on various public services, the siting of houses and factories, on accidents, and many other aspects of our social life. The matter of the smoke evil is examined in detail. This book is a most valuable contribution to applied geography, the relationship of geography to social conditions.

BROOKS, C. E. P. *Climate Through the Ages*. Benn. 395 pp. 1950 (1st pub. 1926). 25s. *Out of print*.

This is the classic work on climate through the ages. It consists of a scientific analysis of the variations of climate during geological times and is fundamental to the understanding of many problems of the physical basis of the geography of our islands and many parts of the world. A comprehensive bibliography is given and there are many maps and diagrams.

BRUNT, D. *Meteorology*. World's Manuals. O.U.P. 112 pp. 1946 (1st pub. 1928). 5s. *Out of print*.

This is a valuable book for the geography student, because it is non-mathematical and written in a clear, concise style. It gives a brief sketch of the physical principles underlying weather phenomena with an introductory historical section. There are particularly good treatments of insolation, lapse rates and thunderstorms.

BRUNT, D. *Weather Study*. Modern Science Series. Nelson. 216 pp. 1952 (1st pub. 1942). 15s.

This textbook of meteorology is written from the standpoint of the physicist rather than the geographer. It deals with weather observations, meteorological factors, average conditions over the globe, elementary physics of the atmosphere, clouds, visibility, and plotting observations. The final chapters on weather maps and pressure systems are the most valuable to geographers.

Climate and Man. Yearbook of the United States Department of Agriculture. Government Printing Office, U.S.A. 1,228 pp. 1941.

This practical book contains much detailed and significant information concerning the climate of the United States in relation to its agriculture. There are numerous articles of interest to the geographer.

CRITCHFIELD, H. J. *General Climatology*. Prentice-Hall, New York. 465 pp. 1960. 60s.

FINCH, V. C., TREWARTHA, G. T. AND OTHERS. *Elementary Meteorology*. McGraw-Hill, New York. 301 pp. c. 1941. *Out of print*.

A survey course in aeronautical meteorology, in which five chapters deal with planetary relations, atmospheric temperature, pressure and winds, storms and weather types, and four chapters are devoted to tropical, temperate and polar climates, and weather applications to aviation.

GATES, ERNEST S. *Meteorology and Climatology for Sixth Forms and Beyond*. Harrap. 204 pp. 1963 (1st pub. 1961). 13s. 6d.

This book explains simply and concisely, in non-technical and non-scientific language, and with the aid of many clear maps and diagrams, the basic principles of meteorology and climatology. The appendices give useful additional material for more advanced work. Specimen examination questions are given at the end of the book. E.R.G.

GEIGER, R. *The Climate near the Ground*. O.U.P. 504 pp. 2nd edition 1957 (1950). 48s.

This is a revision and enlargement of the original German edition (1928). It is the only authoritative text on physical principles of microclimatology. It is a book for the student and scholar, with an immense list of references and a very full bibliography.

HARE, F. K. *The Restless Atmosphere*. Hutchinson. 192 pp. 1961 (1st pub. 1959). 15s.

A clear and authoritative introduction to conceiving weather and climatic changes in terms of the behaviour of air masses. Classification of air masses and other properties is given. The second part treats of world climates in terms of air masses.

KENDREW, W. G. *The Climates of the Continents*. O.U.P. 608 pp. 1953 (1st pub. 1922). 55s.

This book has maintained its place as a standard work, and is indispensable to the good geography teacher. An introductory section on climatic statistics and pressure and wind systems is followed by detailed treatment of the climate of each of the continents, including the Antarctic. There are 153 diagrams and maps and a very large number of temperature and rainfall statistics. The 1953 edition contains new climatic data and many of the sections have been rewritten to bring the treatment up to date.

KENDREW, W. G. *Climatology*. O.U.P. 384 pp. 1949 (1st pub. 1930). 45s.

The book deals with the elements of weather and climate with emphasis on their regional distribution. It is written for the general reader and, unlike many books on allied subjects, is non-technical. It is an extremely lucid and readable book.

LUDLAM, F. H., AND SCORER, R. S. *Cloud Study, A Pictorial Guide*. Murray. 80 pp. 1957. 12s. 6d.

Prepared under the auspices of the Royal Meteorological Society. Introduction explains how clouds are formed. Each of the seventy-five photographs has a detailed caption.

MANLEY, G. *Climate and the British Scene*. New Naturalist Series, Book 22. Collins. 306 pp. 1951. 30s. Fontana edition 9s. 6d.

An excellent book dealing with the climate, the seasons and the landscape. In addition to forty-four black-and-white aerial photographs there are many coloured illustrations and some statistical tables. (See p. 472.)

MASON, B. J. *Clouds, Rains and Rainmaking*. C.U.P. 145 pp. 1962. 22s. 6d.

Based on a series of the lectures to physics undergraduates at Imperial College, this book requires a good knowledge of sixth-form physics and also some mathematics. It is a valuable study for those interested in recent developments in meteorology. The book is illustrated with twenty pictures and twenty-seven diagrams. M.W.

MILLER, A. A. *Climatology*. Advanced Geographies. Methuen. 328 pp. 1953 (1st pub. 1931). 27s. 6d.

A systematic and authoritative geographical treatment of climatology, the climatic type being the unit of study. Particular attention is paid to climatic control of vegetation and characteristic crops. Temperature and rainfall statistics for 200 stations are included, together with eighty-two maps and diagrams. A useful book for library reference or sixth-form study.

MILLER, A. A., AND PARRY, M. *Everyday Meteorology*. Hutchinson. 270 pp. 3rd imp. 1963 (1st pub. 1958). 30s.

A very useful book on meteorology which avoids being too technical. Very suitable for sixth-formers. It includes sections on weather stations, world weather types, micro-climatology and weather forecasting. R.A.

PEDELABORDE, P. *The Monsoon*. Methuen. 196 pp. 1963. 21s.

A summary of recent work on tropical meteorology. It emphasizes the importance of daily weather charts rather than monthly statistics of climate. M.S.

PETTERSEN, S. *Introduction to Meteorology*, McGraw-Hill. 327 pp. 2nd edition 1958 (1st pub. 1941). 56s.

An invaluable book providing a clear and short introduction to meteorology, suitable for sixth-form pupils.

SHAW, SIR NAPIER. *The Drama of Weather*. C.U.P. 308 pp. 1940 (1st pub. 1933). 21s. *Out of print*.

This classic in meteorological science is highly recommended as a reference book for advanced pupils, students and teachers. Its original approach, maps, diagrams and illustrations provide a well of valuable suggestions in this field of study. It is beautifully written.

SUTTON, O. G. *The Challenge of the Atmosphere*. Hutchinson Science Library. 227 pp. 1962. 21s.

A useful book giving a comprehensive introduction to meteorology. R.A.

TINN, A. B. *This Weather of Ours*. Allen and Unwin. 148 pp. 2nd imp. 1949 (1st pub. 1946). 10s. 6d.

Old, but well-written book, explaining in simple terms the personality of British weather and the major forces which create its character. While this cannot compete with the better textbooks, it is an excellent library book which may help many a sixth-former who finds the more sober material a little confusing or colourless. J.P.

TREWARTH, G. T. *The Earth's Problem Climates. Advanced Geographies*. Methuen. 334 pp. 1962. 55s.

An analysis and description of those climatic types which do not fit readily into existing established patterns of climatic classification. There are 171 diagrams. M.S.

TREWARTH, G. T. *Introduction to Climate*. McGraw-Hill. 402 pp. 1954. 64s.

A comprehensive and valuable treatment of the elements of weather and the climatic regions of the world. The classifications are well handled.

WATTS, I. E. M. *Equatorial Weather*. U.L.P. 240 pp. 1955. 25s.

An advanced textbook dealing with the weather conditions over the Equatorial belt as a whole but with special reference to S.E. Asia, suitable for use by teachers of sixth-form geography. It is illustrated with maps, charts and diagrams and contains a useful bibliography.

OCEANOGRAPHY

COLMAN, J. S. *The Sea and Its Mysteries*. Bell. 285 pp. 1950. 17s. 6d.
This book is not a textbook of oceanography in the accepted sense. It deals with the general principles of marine science and endeavours to be selective in the topics it describes. The first three chapters deal with the topography, physics and chemistry of the sea as well as its circulation, waves and tides. The remaining nine chapters deal with life on the surface and in the deeps, migration of fish and oceanographic research. The author assumes some advanced knowledge of physics, chemistry and biology but the general student would find the book interesting as a work of reference.

HARDY, A. *The Open Sea: The World of Plankton*. Collins' New Naturalist Series. Collins. 352 pp. 1956. 30s.

The emphasis in this scholarly work is biological rather than geographical. Chapter 15, however, dealing with plankton and fisheries, is of real geographical value. The book is illustrated with 142 water-colour drawings, sixty-seven photographs and 300 line drawings and maps. (See p. 472.)

HARDY, A. *The Open Sea: Fish and Fisheries*. The New Naturalist Series, No. 37. Collins. 336 pp. 1959. 30s.

This is a sequel to *The Open Sea: The World of Plankton*, but contains far more information of direct value to the geographer than did the first volume. The accounts of British fisheries are exhaustive and thoroughly well documented. Illustrated with plates, line drawings and maps. (See p. 472.) K.H.N.

MARMER, H. A. *The Sea*. Appleton-Century, New York. 301 pp. 1930.
An interesting outline, in non-technical language, of some of the more important aspects of oceanography. The book provides a very sound introduction to the study of ocean currents and related topics.

MARMER, H. A. *The Tide*. Appleton-Century, New York. 275 pp. 1926.
A comprehensive study presenting the subject in a simple and straightforward way.

OMMANNEY, F. D. *The Ocean*. Home University Library. O.U.P. 256 pp. 1949. 10s. 6d.

This marine ecology is attractively written and important geographically for its discussion of the distribution of fisheries including whaling. Economic aspects such as the control of stock densities are discussed. It is a very readable reference or advanced library book.

SVERDRUP, H. U., JOHNSON, M. W., AND FLEMING, R. H. *The Oceans: Their Physics, Chemistry and General Biology*. Prentice-Hall, New York, 1,087 pp. 1943. 132s.

A comprehensive work of reference on such matters as water masses and currents of the oceans, waves and tides, ecology of the oceans, and marine sediments.

ANIMAL GEOGRAPHY

BOURLIÈRE, F. *Mammals of the World. Their Life and Habits.* Harrap. 223 pp. 1955. 63s.

A most comprehensive and up-to-date general study of mammals. The book describes the animals in their natural habitat with the help of wonderful coloured and black-and-white photographs.

DURRELL, G. *The Overloaded Ark.* Faber. 238 pp. 1953. 18s.

An account of animal collecting in the Cameroons with very good descriptions of the flora and fauna of the forests.

FITTER, R. S. R. *London's Natural History.* The New Naturalist Series, No. 3. Collins. (See pp. 413 and 472.)

HESSE, R. *Ecological Animal Geography.* Chapman and Hall (Wiley, New York). 715 pp. 1951 (1st pub. 1949). 79s.

The results of studies in animal ecology are applied to the geographic distribution of animals throughout the world. The volume is well illustrated with clear diagrams and photographs, and is of considerable value to the geographer.

HICKLING, C. F. *Fish Culture.* Faber. 295 pp. 1962. 45s.

In continental Europe, U.S.S.R., Israel and the East, fish farming is a considerable industry; this is the only recent book in English concerned with the subject. R.A.

NEWBIGIN, MARION I. *Plant and Animal Geography.* Methuen. (See p. 376.)

SPINAGE, C. A. *Animals of East Africa.* Collins. (See p. 308.)

STAMP, L. DUDLEY. *Man and the Land.* The New Naturalist Series. Collins. 1955. 25s.

Recounts the history of the invasion of Britain by man and his cultivated plants and domestic animals. Copiously illustrated by maps and photographs. (See pp. 376 and 472.)

PLANT GEOGRAPHY

ANDERSON, M. S. *The Geography of Living Things.* Teach Yourself Geography Series. English Universities Press. 202 pp. Reprint 1961 (1st pub. 1951). 10s. 6d.

An interesting and readable book with a fresh approach. It does not attempt to cover the complete subject of biogeography; for example, systematic ecology is omitted. It is primarily concerned with Man as an animal, and has useful correlations with economic geography. It provides a simple treatment of many important biological conceptions useful to geographical thinking such as 'food-chains'. (See p. 473.)

FITTER, R. S. R. *London's Natural History.* The New Naturalist Series, No. 3. Collins. (See pp. 413 and 472.)

HARDY, M. E. *The Geography of Plants.* O.U.P. 340 pp. 1946 (1st pub. 1920). 15s. *Out of print.*

An advanced book dealing with the plant geography of each continent. There are useful maps at the beginning of each chapter illustrating the physical background and especially the climate. These are followed by detailed regional descriptions of the natural vegetation. The book has many illustrations.

Horticulture in the British Commonwealth: An Outline. Commonwealth Bureau of Horticulture and Plantation Crops, No. 26. Technical Communications. 63 pp. 1958. 10s. (See p. 470.)

NEWBIGIN, MARION I. *Plant and Animal Geography.* Methuen. 298 pp. 1950 (1st pub. 1936). 25s.

'An attempt to present bio-geography in a new way, on broad and general lines, the complex subject of man being omitted.' The four sections of the book deal with life and its environments, major plant communities and animal associates, taxonomic distribution of plants and animals, and factors of plant geography. This book is of interest primarily to specialist teachers, but also to sixth forms.

PEARSALL, W. H. *Mountains and Moorlands.* New Naturalist Series, Book 11. Collins. 312 pp. 1950. 30s.

A reference book containing a comprehensive survey of British upland vegetation. (See pp. 410 and 472.)

RICHARDS, P. W. *The Tropical Rain Forest.* C.U.P. 450 pp. 1952. 75s.

A most valuable treatment of all the features of the tropical rain forest in which the geographer is interested.

RODWAY, J. *In the Guiana Forest.* Fisher Unwin. 1895. *Out of print.* A vivid description of the tropical forest, most useful geographically.

SCHERY, R. W. *Plants for Man.* Allen and Unwin. 564 pp. 1954. 72s. Though written mainly from the botanical viewpoint, both the content and treatment are useful to the Geographer. The author is concerned with illustrating man's dependence upon, and economic interest in, plants. The contents are divided as follows: products from the plant wall—wood and fibres; cell exudates and extractions—resins, dyes, oils, medicinal herbs, sugars and starches; plants and plant parts for food and drink. An extremely well-illustrated book, with 335 photographs and nineteen maps of world distributions. A good, authoritative reference book. J.P.

Spring Frost Damage in Orchards and Its Possible Prevention. Commonwealth Bureau of Horticulture and Plantation Crops. Technical Communications, No. 15. 22 pp. 1945. 1s. 6d. (See p. 470.)

STAMP, L. DUDLEY. *Man and the Land.* The New Naturalist Series. Collins. 1955. 25s. (See p. 375.)

TANSLEY, A. G. *Britain's Green Mantle.* Allen and Unwin. 300pp. 1949. 25s.

A very useful book dealing with the natural and anthropogenic development of the different types of British vegetation. As it is not written by a geographer, it has the disadvantage that the material is not consistently classified according to types of terrain, but it is nevertheless an excellent book. It is a first-rate introduction to the ecology of the natural vegetation of Britain and to the author's classic *Introduction to Plant Ecology*.

TANSLEY, A.G. *The British Islands and their Vegetation*. C.U.P. Two vols: 930 pp. 1950 (1st pub. 1939). 90s. set.

A standard work on the ecology of British vegetation. It includes most valuable chapters on geology, soils and climate, and useful illustrations, maps and diagrams. An indispensable work of great distinction.

TANSLEY, A.G. *Introduction to Plant Ecology*. Allen and Unwin. 260 pp. 1954 (1st pub. 1923). 18s.

A very useful and basic book, providing a systematic ecology with emphasis on British vegetation. There is a section on ecological work in schools, and a more advanced section of practical ecological work.

HUMAN GEOGRAPHY

ADDISON, HERBERT. *Land, Water and Food*. Chapman and Hall. 296 pp. 1961 (1st pub. 1955). 25s.

A descriptive account of major irrigation schemes such as those of the Nile, India, Australia and U.S.A., together with a review of present and future problems. An academic work of great geographical value. Although it lacks photographs, the book has some good diagrams and maps.

DARYLL FORDE, C. *Habitat, Economy and Society: A Geographical Introduction to Ethnology*. Methuen. 500 pp. Paperback 1962 (1st pub. 1934). 16s.

This consists of a very interesting series of sample studies emphasizing the salient points and characteristics of particular cultural groups. Written in a non-technical style, it provides an introduction to the ethnology and human geography of non-European peoples. This book has interest and value for all teachers, and is a good sixth-form book for grammar schools. It contains 108 illustrations and maps.

DE LA BLACHE, V. *Principles of Human Geography*. Constable. A most valuable chapter on 'The Geography of Sustenance' will give teachers many interesting suggestions relative to the differences of diets. (See p. 456.)

FORSYTH, W.D. *The Myth of Open Spaces*. Melbourne University Press. 200 pp. 1942.

This book is concerned with the problem of population migration, especially as it affects Australia and the British Commonwealth. It is written with realism and gives a sound and original picture of the situation, dispelling many popular but mistaken beliefs.

GREGORY, J.W. *Human Migration and the Future*. Seeley Service. 207 pp. 1928. 12s. 6d.

A useful introductory study to an important phase of the population question—namely, the migration of man and the resultant problems. The book summarizes the chief facts and discusses the causes and effects of migration. Special chapters are given to the immigration problems of the United States of America, Canada, Australia, Brazil and Argentina.

GRIGSON, G. *Freedom of the Parish*. Phoenix. 224 pp. 1954. 10s. 6d.

An artist interprets his parish, using all his knowledge of the related sciences and humanities to evoke the sense of its physical and cultural landscape and at the same time, through his lively and deeply-felt contact, distilling the sense of 'belonging to' a terrain that is his own. It is of the imaginative type of description based on knowledge of the facts of nature and the activities of man—a marriage of scientific and artistic outlook.

HOYT, J. B. *Man and the Earth*. Prentice-Hall, New York. 575 pp. 1962. 63s.

HUNTINGTON, E. *Principles of Human Geography*. Wiley, New York. 805 pp. 1951 (6th edition). 60s.

The emphasis in this largely rewritten edition of a well-known work on anthropogeography, as in the earlier editions, is on the relationship of the physiographic environment of man's activities.

MEDICAL RESEARCH COUNCIL. *Special Report Series*, No. 52. H.M.S.O. 1920. 15s.

This report is a convenient summary of research relevant to some of the direct influences of climate and weather on man. The sections that are of most value to teachers requiring material for the explanations of racial differences, etc., are as follows: 1. Colour of Skin and Racial Adaptation to Climate. 2. Sunlight in Tropical and Temperate Climates. 3. Food, Exercise and Climate. 4. Conclusions as to the Colour of Skin and Climate. 5. Concerning Clothes.

MONEY, D. C. *Introduction to Human Geography*. University Tutorial Press. 334 pp. 1962 (1st pub. 1954). 17s.

In this book the wide field of Human Geography is subdivided into three parts. Part I deals with features of settlement, Part II with world population and food production including regional projects and soil erosion and conservation, and Part III gives a regional approach. Each chapter includes a number of examples illustrating its particular theme. The book aims to provide a link between G.C.E. Ordinary and Advanced Level Studies and to encourage further study. J.F.H.

MOUSSA, P. *The Underprivileged Nations*. Sidgwick and Jackson. 198 pp. 1962. 30s.

A translation from the French, chiefly a plea for economic aid for the under-developed nations, with discussion as to how this aid should be administered. M.S.

OSBORN, F. *The Limits of the Earth*. Faber. 175 pp. 1954. 12s. 6d.

A stimulating survey of the food resources of the world and the problems caused by the pressure of increased world population.

PHILBRICK, A. K. *This Human World*. Chapman and Hall (Wiley, New York). (See p. 342.)

PRICE, A. G. *White Settlers in the Tropics*. Special Publication No. 23. American Geographical Society. 326 pp. 1951 (1st pub. 1939).

A study, by an Australian geographer, of the suitability of the tropics for permanent settlement by white peoples, based in part on first-hand observations in northern Australia and the Caribbean region, and in part on analysis of the records for other regions. It studies in detail most of the known areas where there have been many years of settlement.

ROBERTS, M. *The Estate of Man*. Faber. 1951. 156 pp. 15s.

This is a provocative study of the major problems arising from the need to take stock of the material resources of the world. It includes chapters on food and people, the world's forest, sources of energy, and at the same time the author considers the population of the world, especially from the point of view of its quality.

SAVILLE, J. *Rural Depopulation in England and Wales, 1851-1951*. International Library of Sociology and Social Reconstruction. Routledge and Kegan Paul. 253 pp. 1957. 28s.

An analysis of Census figures by an economic historian to show the amount of rural depopulation, and the sex and age composition of the migrants. There is no assessment of the underlying causes but there is ample material for the teacher to assess geographical variations in the pattern. There is a detailed study of an area of eighteen parishes in the South Hams District of S. Devon.

SORRE, M. *Les Fondements de la Géographie Humaine*. Armand Colin. Three vols.

Volume III, published in 1952, deals with the habitat of man and general conclusions and is especially valuable.

WAGNER, P. L. *The Human Use of the Earth*. Glencoe, Ill. (Dist. Collier-Macmillan). 270 pp. 1960. 50s.

This book studies the relationship and complex inter-action between Man and his physical environment. M.F.R.

WHITE, C. L., AND RENNER, G. T. *Human Geography: An Ecological Study of Society*. Appleton-Century-Crofts, New York. 692 pp. 1948.

This is a world geography approached from the point of view of a number of factors: climatic (which includes agricultural studies), biotic, physiographic (including the resulting effects on economy), edaphic. It is abundantly illustrated with maps and pictures.

WILLIAMS, W. M. *The Sociology of an English Village: Gosforth*. International Library of Sociological and Social Reconstruction. Routledge and Kegan Paul. 272 pp. 1956. 25s.

This account of a West Cumberland village by a sociologist has an interesting but very brief account of milk production and sheep farming on the edge of the Lakeland fells. Its main interest lies in its detailed study of social classes, and communal organizations, religious practices, etc., in a rather isolated and remote village. This is very thorough and interesting and there is one map showing the fragmentation of holdings.

WILLIAMS, W. M. *A West Country Village, Ashworthy*. Dartington

Hall Studies in Rural Sociology. Routledge and Kegan Paul. 251 pp. 1963. 30s.

A study of the social structure of a small rural community in the west of England. In Part I, the physical, historical (mainly from the tithe of 1841 onwards) and social factors affecting man and his relationship to the land, are dealt with. In Part II, population changes and social structure are the main themes. Valuable for its own sake, this account also illustrates techniques useful in local study of all types.

D.H.

POLITICAL GEOGRAPHY

ALEXANDER, LEWIS. *World Political Patterns*. Murray. 516 pp. 1963 (1st pub. 1959). 63s.

The author studies the nature and development of political Geography and of the State as a politico-geographical unit. He then examines the political Geography of the world, region by region. E.R.G.

BOWMAN, I. *The New World: Problems in Political Geography*. Harrap 809 pp. 1928 (4th edition). *Out of print*.

This is the standard reference book for the study and teaching of international problems and cannot be surpassed in its usefulness to teachers of geography. A preliminary essay on mandates, colonies, minorities, and international relations, is followed by a regional survey of the different countries. The maps are indispensable for teaching purposes. There is also a comprehensive bibliography with suggestive notes giving guidance for further reading.

EAST, W.G., AND MOODIE, A.E. *The Changing World: Studies in Political Geography*. Harrap. 1,040 pp. 1956. 42s.

The book contains forty-three chapters, together with an Introduction and Postscript, and twenty experts, drawn from the Commonwealth and the United States, contribute to it. The aim of the book is to present an appraisal of the geography of national and international affairs such as Dr. Isaiah Bowman wrote in *The New World* a generation ago. There are 138 maps, most of which are new. It is a standard work in political geography.

FAIRGRIEVE, J. *Geography and World Power*. U.L.P. 375 pp. 1951 (1st pub. 1915). *Out of print*.

A standard work which should be in every library. First written in 1915, it contains ideas vital to the study of geography. Excellent maps are included.

GOBLET, Y.M. *Political Geography and the World Map*. Philip. 310 pp. 1955. 30s.

An advanced and scholarly treatment of political geography as 'that part of human geography which deals with those political complexes which have a territorial component'. Useful for advanced and scholarship level work. Illustrated by seven photographic plates and maps. This book has plenty of ideas

LEITH, C.K., FURNESS, J.W., AND LEWIS, C. *World Minerals and World Peace*. Brookings Institution, Washington. (See p. 397.)

MITCHELL, SIR H. *Europe in the Caribbean*. Chambers. 212 pp. 1963.

25s.

A very good book to be read in conjunction with the geography of the Caribbean area (including British Honduras and the Guianas). It describes the policies of Great Britain, France and the Netherlands towards these West Indian territories in the twentieth century and deals with the influence of economic factors. Detailed list of sources of information. M.M.H.

MOODIE, A.E.F. *Geography behind Politics*. Hutchinson. 178 pp.

1957 (1st pub. 1949). 15s.

There can be no denial of important relationships between political affairs and the physical environments in which they are set; this book sets out to clarify these relationships. It deals with the scope of political geography, the evolution of states, internal political geography, inter-state relationships, frontiers and communications. A chapter is also devoted to the analysis of geographical aspects of the demographic element within the state. The conclusions suggest that political geographers might contribute wisely in their assessment of world affairs and of the relationships between advanced and backward peoples.

MOODIE, A.E.F. *The Italo-Yugoslav Boundary*. Philip. 250 pp. 1954

(1st pub. 1945). 8s. 6d.

The author examines the historical and geographical aspects of the Julian region and the many variations of the Italo-Yugoslav boundary. The book is well supplied with maps and has a full bibliography.

PANIKKAR, K.M. *India and the Indian Ocean*. Allen and Unwin. 109

pp. 1952 (1st pub. 1945). 12s. 6d.

An essay on the influence of sea power on Indian history, by a well-known publicist, is chiefly interesting for its Indian point of view.

PEARCY, G. ETZEL AND ASSOCIATES. *World Political Geography*.

Constable. 734 pp. 1957 (2nd edition). 54s.

Because of the vastness of the subject the book is rather in the nature of a 'digest'. Each chapter includes brief surveys of physical, climatic and economic geography of the various areas under review so that the political aspect takes its place amongst the others. Although twenty-eight authors have contributed to the book an attempt has been made to produce a work fairly uniform in style and type of information and without bias. The maps are useful, not over-detailed and quickly interpreted; some present unusual data. Population statistics are very useful. Study questions—easy and straightforward—conclude each chapter. There is an extensive bibliography and also a short glossary, the latter useful to non-geographers.

POUNDS, N.J.G. *Political Geography*. McGraw-Hill Series in Geography. McGraw-Hill. 1963. 74s.

This book presents a systematic functional approach to the elements of political geography. It discusses the function and policy of the state and geographical aspects of relations between states. Foreign trade, international organization, colonies and the underdeveloped world are among other subjects dealt with. There is an index.

RICHMOND, A. H. *The Colour Problem*. A Pelican Book. Penguin. 374 pp. 1961 (1st pub. 1955). 4s.

A study of racial relationships with a particular reference to Britain and the Commonwealth territories. A useful library book.

WEIGERT, HANS W., AND OTHERS. *Principles of Political Geography*. Appleton-Century-Crofts, Inc. 723 pp. 1957. 64s.

Concerned with discussions of the facts and problems of political geography, this work by a team of American experts consists of three parts: Part I The Spatial Factor in Political Geography; Part II The Human and Cultural Factor in Political Geography; and Part III The Economic Factor in Political Geography. It contains many maps and diagrams.

WHITTLESEY, D. *The Earth and the State: A Study of Political Geography*. Henry Holt, New York. 618 pp. 1939.

An attempt to characterize the relation between the natural environment and the political development of the leading nations and world regions.

TOWN AND COUNTRY PLANNING

ABERCROMBIE, SIR PATRICK. *Town and Country Planning*. O.U.P. 293 pp. 1959. 10s. 6d.

This is a third edition of Sir Patrick Abercrombie's work with an additional chapter by D. Rigby Childs on planning since 1945 and on planning trends. Useful for urban study reference. Illustrated with thirty-seven line drawings.

CROWE, S. *The Landscape of Power*. Architectural Press. 116 pp. 1958. 16s.

This book acknowledges the essential need for the construction of oil-refineries, nuclear reactors, power stations, grid lines, etc. Effective suggestions are made for their incorporation into the landscape. Many diagrams and photographs support the suggestions. D.H.

CROWE, S. *The Landscape of Roads*. Architectural Press. 134 pp. 1960. 18s. 6d.

This is a well-illustrated description of the construction and design of modern roads, with practical suggestions for their integration into the various landscape patterns of Britain. D.H.

DAYSH, G. H. D., AND OTHERS. *Studies in Regional Planning*. Philip. 1949. 5s. each.

This is a set of seven essays by geographers whose service in the central government planning departments during the war and post-war reconstruction periods enabled them to be peculiarly well placed to write of the problems of regional planning. The essays cover selected regions: The Highlands and Isles (*out of print*); Central Scotland (*out of print*); The North-East of England (*out of print*); Cumberland; The East Midlands; Gloucester-Wiltshire-Somerset; Devon and Cornwall. Although, as in any such studies, the facts and figures require periodic revision, the essays demonstrate forms of approach to regional study for planning purposes which are of permanent value. They furnish good examples of the contribution of professional geographers in setting out the characteristics and problems of very different regions and pointing to the solution of difficulties. The essays are illustrated by folding maps on the scale of 1:1,000,000 or 1:625,000.

Development Plan Surveys.

Under the provisions of the Town and Country Planning Act of 1947 each of the sixty-two Administrative Counties and eighty-three County Boroughs of England and Wales was required to prepare a survey of its area and submit it with a plan (i.e. proposals for its future development) to the Minister and, after he had approved it, to publish the plan. Similar arrangements are made in respect of the counties and cities of Scotland. There has been no requirement to publish the surveys but in many cases these have been printed and made available to the public. Many of them contain much survey material, with maps and diagrams, that is of great value to schools in studying their home areas, and inquiries concerning them should be made to the county or county borough planning office.

FOGARTY, M.P. *Town and Country Planning*. Hutchinson. 224 pp. 1948. 15s.

A vigorous account of post-war planning by a well-informed economist who writes with critical detachment. It deals with towns, the countryside and the broader problems of industrial planning, explaining the background of the modern concept of planning.

FREEMAN, T.W. *Geography and Planning*. Hutchinson University Library, Hutchinson. 191 pp. 1958. 15s.

This book explains the geographical aspect of planning in this country; eight figures, two tables, a preface and useful notes and references are included. In the Series: Pounds, Norman J. G. *The Geography of Iron and Steel*. Brookfield, H. C., *The Geography of Population*.

HOWARD, E. *Garden Cities of Tomorrow*. Faber. 168 pp. 1945. 15s.

A classic study of the creation of new towns.

JACKSON, J.N. *Surveys for Town and Country Planning*. Hutchinson University Library. 192 pp. 1963. 15s.

This book shows how essential surveys are to the greater understanding of land-use problems and in deciding planning policy. It deals with both the method and the subject matter of planning surveys; the latter including physical background, mineral resources, land use, population distribution, etc. R.A.

NAIRN, IAN. *Outrage*. Architectural Press. 96 pp. 3rd imp. 1955. 15s. Postage 1s. 5d.

This is a reprint of a special number of the *Architectural Review*, scarcely a geographical book but a stimulating treatment of the destruction of the natural and cultural landscape by the uncontrolled spread of urbanization and growth of road communication. There are many illustrations, both photographic and line drawing.

Town and Country Planning, 1943-51: Progress Report by the Minister of Local Government and Planning on the work of the Ministry of Town and Country Planning. H.M.S.O. 215 pp. 1951. 6s. No printed copies available. Photostat copy of pages required can be supplied for 1s. plus postage.

The sub-title explains the scope of this official publication, which is an unusually readable account, written from 'within', of the work carried out by the Ministry from the time it was set up in 1943 until, after the passing of five major Acts concerning planning, it was merged in the Ministry dealing with local government.

It describes the background of modern planning, the organization, the machinery by which planning operates and the problems of the various regions, and gives full attention to the major problems of national importance, such as minerals, national parks, and other competitors for land. Appendices give particulars of official and other literature.

The following town planning studies, although their geographical value varies, are often useful both for local study and the study of the towns of Great Britain.

NICHOLAS, R. *City of Manchester Plan*. Jarrold. 12s. 6d; popular edition 3s. 6d.

SHARP, T. *Exeter Phoenix*. Architectural Press. 154 pp. 1946. 10s. Postage 1s. 5d.

URBAN GEOGRAPHY

BURKE, GERALD L. *The Making of Dutch Towns*. Cleaver-Hume Press Ltd. 176 pp. 1956. 35s.

An excellently illustrated study (plates, maps and diagrams) concerned with the origin and layout of Dutch towns before and after A.D. 1400. A foreword is written by Sir William Holford.

CHABOT, G. *Les Villes*. Armand Colin, Paris. 224 pp. 1948.

A brief and stimulating general work on urban geography. The first part deals with the functions of towns and recognizes functional types of town. Part Two analyses the factors influencing the siting and layout of urban nuclei and the process of extension and growth. A brief account of the urban environment and the servicing of urban communities follows. A final section is devoted to the treatment of towns in their wider regional setting, concluding with a consideration of the phenomenon of urbanization in its world context. There are ten maps, including a few of individual towns.

CLAYTON, R. (Ed.). *The Geography of Greater London*. Philip. 364 pp. approx. 9 $\frac{1}{2}$ x 7 $\frac{1}{2}$ in. Published 30th June, 1964. 45s.

This is a major work on London and the first complete geographical account of this size. It offers detail of most aspects of the geography of Greater London, and is strongly oriented towards the needs of teachers in the area. B.S.R.

DICKINSON, R.E. *West European City*. International Library of Sociology and Social Reconstruction. Routledge and Kegan Paul. 580 pp. 2nd edition 1962 (1951). 55s.

The growth and morphology of a large number of individual cities in western and central Europe is described, with specially detailed treatment of some capital cities. City plans and maps are included portraying the functional zones of the cities described. The book covers the growth and spread of medieval towns in Europe, the planned towns of the sixteenth to eighteenth centuries, and modern urbanism. There are 129 maps and twenty-nine plates, and an extensive bibliography.

MUMFORD, L. *The Highway and the City*. Secker and Warburg. 25s. 192 pp. In preparation, 1964

QUEEN, S.A., AND CARPENTER, D.B. *The American City*. McGraw-Hill, New York. (See p. 443.)

SELF, P. *Cities in Flood*. Faber. 189 pp. 2nd edition 1961. 30s.

A Study of the problems brought about by the spread of conurbations in Britain. R.A.

SMAILES, A.E. *The Geography of Towns*. Hutchinson. 166 pp. 1960 (1st pub. 1953). 15s.

This book summarizes and illustrates the scope and content of urban geography. Introductory chapters trace the origin and bases of urbanism and discuss problems of the classification and ranking of towns. There follows a discussion of the setting of towns, in its aspects of site and situation, with reference to examples. Towns are also examined as expressions of different cultures, and considerable attention is given to their internal geography, the nature and development of distinctive regions within the structure of urban areas. Finally, the importance of every town's relations with its surroundings is emphasized, and the intimate links between towns and the districts they serve are shown to provide a regional basis in social geography. Maps and a note on reading are included.

SUMMERSON, J.N. *Georgian London*. Pleiades. 315 pp. 1948 (1st pub. 1945). 21s.

A detailed account of the stages by which London added street to street and square to square during one of her most active and architecturally distinguished periods of growth, lavishly illustrated with maps and photographs.

TAYLOR, G. *Urban Geography*. Methuen. 439 pp. 1951 (1st pub. 1949). 42s.

The underlying theme of this book is that man differentiated and migrated in response to environmental changes. Part I concerns general features such as the effect of latitude and the beginning and evolution of cities; Part II is historical and ranges from primitive to modern towns; Part III selects numerous examples of towns with sites 'controlled' by geology, position, minerals, or religion.

HISTORICAL GEOGRAPHY

BERESFORD, MAURICE. *History on the Ground*. Lutterworth Press. 256 pp. 1962 (1st pub. 1957). 37s. 6d.

These six studies in maps and landscapes take the inquiring observer along parish and hundred boundaries, to Elizabethan and medieval deserted villages, to new towns and medieval market-places and finally to parks and pleasure-grounds. On each journey the traveller is guided by the written records of the past. (See p. 281.)

BERESFORD, MAURICE. *The Lost Villages of England*. Lutterworth Press. 448 pp. 1963 (1st pub. 1954). 50s.

This survey restores to the map of medieval England some thirteen hundred villages which have now disappeared. It describes the occasion of their destruction and

identifies the sites of the villages from their visible ruins on the ground and viewed from the air. The book is now reprinted with minor corrections and brief reference to County Lists of considerable new research since 1954. (See p. 412.)

BOWEN, E. G. *The Settlements of the Celtic Saints in Wales*. University of Wales Press. 175 pp. 1954. 10s. 6d.

Professor Bowen explores the period known (or formerly known) to historians as 'the Dark Ages' and, in particular, the dedications of churches and chapels to Celtic saints, in the attempt to clarify the origin of many of the present-day settlements of Wales. There are fifty-three illustrations, mainly distribution maps and plans. English students of historical geography, in particular, will find in this book a means of better understanding this fundamental aspect of the geography of Wales.

BOWEN, E. G. *Wales: A Study in Geography and History*. 182 pp. University of Wales Press. 1953 (1st pub. 1941). 6s. 6d.

The three parts of this book deal with the physical, historical and economic geography of Wales, and are illustrated by forty-eight maps and diagrams. (See p. 416.)

BROWN, R. H. *Historical Geography of the United States*. Harcourt Brace, New York. 596 pp. 1948.

This is almost the only modern historical geography of the U.S.A. based on contemporary documentation. It is well illustrated with maps and photographs.

CLARK, J. G. D. *Prehistoric Europe: The Economic Base*. Methuen. 368 pp. 1952. 60s.

Against the ecological background of the natural vegetation, animal life, climate and soil, the prehistory of Europe is studied from the point of view of the changing economy—catching and gathering; farming; houses and settlements; technology; trade, travel and transport. It is a most illuminating study for geographers.

COBBETT, W. *Rural Rides*. Dent (Everyman's Library). 655 pp. (1st pub. 1830). Two vols. 8s. 6d. each.

A classic and useful source of description of the English countryside in the early part of the nineteenth century.

CRAWFORD, O. G. S. *Archaeology in the Field*. Phoenix. 280 pp. 4th imp. 1960 (1953). 45s.

There is much here about the development of the science of archaeology and its ability to interpret landscape features, especially in England. Numerous plates and figures.

DARBY, H. C. *The Domesday Geography of Eastern England*. C.U.P. 400 pp. 1952. 84s.

A reconstruction of the landscape of Eastern England in 1086 from the entries in the Domesday Book, with maps of settlements, population, plough teams, meadow, woodland, etc.

DARBY, H. C. (Ed.). *An Historical Geography of England before A.D. 1800*. C.U.P. 566 pp. 1951 (1st pub. 1936). 50s.

Fourteen studies by eleven authors are concerned with the reconstruction of past geographies from prehistoric times to the end of the eighteenth century. This is an authoritative source book for university and training college students, teachers of geography, and senior pupils, and is particularly valuable for local regional study. There are eighty-seven maps and diagrams.

DARBY, H. C. AND MAXWELL, I. S. (Eds.) *The Domesday Geography of Northern England*. C.U.P. 540 pp. 1962. £5 5s. Od.

This detailed and scholarly study is part of a series in which the geographical content of the Domesday statistics is analysed. Professor Darby has edited the book and written the section on the Northern Counties. I. S. Maxwell, the co-editor, contributes the sections on Yorkshire, I. B. Terrett the chapters on Nottinghamshire, Cheshire and Lancashire and D. Holly on Derbyshire. There are over 140 figures and maps. M.W.

DARBY, H. C. AND CAMPBELL, E. M. J. (Eds.) *The Domesday Geography of South-East England*. C.U.P. 658 pp. 1962. £6.

This is the third of the series covering a study of Domesday England. Professor Darby contributes the summary chapter on the South-East counties. E. M. J. Campbell covers the chapters on Bedfordshire, Hertfordshire, Middlesex, Berkshire, Kent and Buckinghamshire; E. M. Jope and I. B. Terrett, Oxfordshire; R. Welldon Finn, Hampshire; C. W. Lloyd, Surrey and S. H. King, Sussex. It is a most scholarly, monumental study in historical geography, well illustrated with figures and maps. M.W.

DEFOE, D. *A Tour through England and Wales*. Dent (Everyman's Library). 676 pp. (1st pub. 1724-26). Two vols. 15s. each.

A classic and useful source for the geography of early eighteenth-century England.

DEFOE, D. *A Tour through Scotland*. Peter Davies. 798 pp. 1927.

A very valuable picture of the social and economic life of the country in the early eighteenth century, of great interest to the historical geographer.

DICKS, D. R. *The Geographical Fragment of Hipparchus*. University of London Classical Studies No. 1. Athlone Press. 215 pp. 1960. 45s.

An important contribution to the development of ancient mathematical geography R.A.

EAST, W. G. *An Historical Geography of Europe*. Methuen. 480 pp. 1950 (1st pub. 1935). 35s.

The purpose of this standard work is to reconstruct in the light of historical knowledge the human geography of Europe at successive periods from the time of the Roman Empire to the late nineteenth century. Particular attention is centred on the geographical aspects of settlement, economic activity and state building. In the grammar school reference library it would provide a useful link between history and geography for advanced sixth-form pupils.

EDWARDS, I. E. S. *The Pyramids of Egypt*. Pelican Series. Penguin Books. 319 pp. 1961 (1st pub. 1947). 6s.

A fascinating book discussing how and why the ancient kings of Egypt built pyramids. It is a useful source of interesting background material, profusely illustrated with line-drawings and photographs.

EKWALL, E. *Street Names of the City of London*. O.U.P. 209 pp. 1954. 21s. (See p. 464.)

FOX, SIR CYRIL F. *The Personality of Britain*. National Museum of Wales. 100 pp. 1952 (4th edition). 7s. 6d. Post free 9s.

An account of the influence of environment upon the inhabitants and invaders of the British Isles in prehistoric and early historical times. The book is well illustrated.

KELTIE, J. S., AND HOWARTH, O. J. R. *History of Geography*. Watts. 164 pp. 1913. *Out of print*.

This is the story of the evolution of geography as a department of science from the earliest times to the beginning of the twentieth century. Though concise, it should be read by teachers for wider interest. Its contemporary illustrations of maps and instruments are worthy of notice.

MARGARY, IVAN D. *Roman Roads in Britain*, Vol. I, *South of the Fosse Way—Bristol Channel*. Phoenix. 255 pp. 1955. 45s.

This is an authoritative work which gives detailed itineraries, re relief, present roads, settlements, hedgerows. There are eleven regional maps and sixteen pages of excellent plates of surface photographs and aerial obliques.

MARGARY, IVAN D. *Roman Roads in Britain*, Vol. II. *North of the Fosse Way—Bristol Channel (including Wales and Scotland)*. Phoenix. 288 pp. 1957. 50s.

Detailed itineraries re relief, present roads, settlements, hedgerows. There are six regional maps, including general relief map and double page of typical road surface sections.

MITCHELL, J. B. *Historical Geography*. Teach Yourself Geography Series. E.U.P. 356 pp. Reprint 1960 (1st pub. 1954). 12s. 6d.

A useful volume, illustrated with many maps and diagrams, well up to the standard of the others of this series. A most useful introduction to the subject. (See p. 473.)

MYRES, J. L. *Geographical History of Greek Lands*. Clarendon Press. 381 pp. 1953. 35s.

This book provides a collection of the papers and lectures of this great teacher. It is beautifully written.

NORTH, F. J. *Sunken Cities: Some Legends of the Coast and Lakes of Wales*. University of Wales Press. 256 pp. 1957. 18s.

This book, although specially interesting to Welsh students, affords an excursion into the geography of proto-history. The author is a well-known geologist who seeks to assess the value and interest of folk-tales about sunken lands and cities of Wales. Well illustrated.

SHARP, T. *English Panorama*. Architectural Press. 148 pp. 1950 (1st pub. 1936, by Dent). 12s. 6d.

This well-illustrated book forms a valuable general introduction to the study of the influence of man upon the English landscape. The factors affecting various settlement patterns and the effect of the settlements themselves upon the landscape are considered, together with a discussion of possible future developments. D.H.

TAYLOR, E. G. R. *Tudor Geography, 1485–1583*. Methuen. 302 pp. 1930. 16s. 6d. *Out of print*.

A survey of the geographical thought and nautical theory that formed the setting for English voyages of trade and discovery during this period. A final chapter summarizes practical surveying and navigation in the sixteenth century. This is a research study of the highest accuracy providing valuable historical background to the development of geographical thought.

THIRSK, J. *English Peasant Farmers. The Agrarian History of Lincolnshire from Tudor to Recent Times.* Routledge and Kegan Paul. 350 pp. 1957. 40s.

A history of Lincolnshire agriculture by an authoress who takes full account of geographical differences between fenland, marshland, claylands and chalk and limestone uplands. As the book ends in 1914 and covers the period since 1870 in only twenty pages, it is of value for historical geography only. The book is illustrated with many tables, seven maps and four plates of contrasting landscapes.

THOMAS, WILLIAM L. JR. (Ed.) WITH THE COLLABORATION OF SAUER, CARL O., BATES, MARSTON AND MUMFORD, LEWIS. *Man's Role in Changing the Face of the Earth.* University of Chicago Press. 1,193 pp. 1956. \$12.50.

A symposium on the historic role of man in creating and altering the landscape in the major inhabited regions of the world. Written by leading historical geographers throughout the world.

GEOGRAPHY AND ANTHROPOLOGY

BENEDICT, RUTH. *Race and Racism.* Routledge and Kegan Paul. 184 pp. 1942. 14s.

An interesting anthropological study which dispels the general confusion in thought concerning race and racism.

BIRKET-SMITH, K. *The Eskimos.* Methuen. Second revised edition 1959. 35s.

Standard introduction to the Eskimos with chapters on transport, hunting, fishing. Illustrated.

CHAPPLE, E. D., AND COON, C. S. *Principles of Anthropology.* Cape. 736 pp. 1948. Reprinting 50s.

This is a standard work in social anthropology and contains a most valuable treatment of environment and technology.

CHILDE, V. G. *Man Makes Himself.* Library of Science and Culture, No. 5. Watts. 1956 (1st pub. 1936). 256 pp. Cloth 8s. 6d., paper 5s. An authoritative work on the beginnings of civilization.

CULWICK, A. T., AND G. M. *Ubena of the Rivers.* Allen and Unwin. 444 pp. 1935. 16s.

A lucid account of the economy and customs of the Ubena, who inhabit the valley of the Ulanga which is a tributary of the Kilombero River of Southern Tanganyika.

FIRTH, R. W. *Human Types*. Nelson. 224 pp. 1956 (1st pub. 1938). 15s.

A general work on anthropological studies useful in the sixth form and training colleges as a background to the study of primitive peoples. The first two chapters, dealing with racial traits and man's adaptation to environment, are of particular value to the geographer.

FIRTH, RAYMOND. *Social Change in Tikopia*. Allen and Unwin. 365 pp. 1960. 45s.

HUNTINGTON, E. *The Character of Races*. Scribner's. 400 pp. 1925. *Out of print*.

A stimulating and suggestive book the thesis of which is the influence of natural selection arising from the stress of over-population and migration on the character of races.

HUXLEY, ELSPETH, AND PERHAM, MARGERY. *Race and Politics in Kenya*. Faber. 1956 (1st pub. 1944). 302 pp. 25s.

The opposing attitudes of the authors towards problems in Kenya led in 1942-43 to a lengthy correspondence. Their decision to publish their letters has resulted in a book which sets out fully and fairly the arguments for and against White settlement in the Kenya highlands.

KLUCKHORN, C. AND LEIGHTON, D. *The Navaho*. Harvard University Press. xx + 258 pp. 1946. \$4.50.

A study of the social and economic adjustment of the Navaho; chapter on land and livelihood. Illustrated with text figures and plates.

LINTON, R. *The Study of Man*. Appleton-Century, New York. 512 pp. 1936.

A scholarly introduction to the study of anthropology, especially of those aspects of interest to geographers.

LISSNER, I. *Man, God and Magic*. Cape. 344 pp. 1961. 35s.

A fascinating background to anthropological and archaeological studies. E.E.T.

MAIR, LUCY. *Studies in Applied Anthropology*. L.S.E. Monographs on Social Anthropology. Athlone Press. 81 pp. 1961 (1st pub. 1957). 15s. Some useful sidelights on African problems. (See p. 471.) R.A.

MOORE, R. *Man, Time and Fossils*. Cape. (See p. 367.)

MURDOCK, G. *Our Primitive Contemporaries*. Collier-Macmillan. New edition in preparation. 614 pp. 1934. 50s.

Care has been taken to give facts about the culture, economy and organization of primitive peoples without drawing conclusions too readily as to origins and causes of different beliefs and customs. These eighteen studies cover a great deal of ground, 'contemporaries' being interpreted loosely to include Tasmanians, Incas and Aztecs. Each chapter contains a bibliography and there are good photographs.

PRICE, A. G. *White Settlers and Native Peoples*. C.U.P. 232 pp. 1950. 25s.

An historical study of racial contacts between English-speaking whites and aboriginal peoples in the United States, Canada, Australia and New Zealand. It contains sixty-four good, recent photographs and five maps of the areas covered, as well as up-to-date statistical information from good sources and a very full bibliography. This book is of particular interest to upper forms and students interested in current affairs.

QUAIN, B. *Fijian Village*. University of Chicago Press. xvii + 459 pp. 1948. \$5.

A study of everyday life with chapters on the household and means of livelihood, maps of the layout of the village. Illustrated.

SALIM, S. M. *Marsh Dwellers of the Euphrates Delta*. L.S.E. Monographs on Social Anthropology. Athlone Press. 157 pp. 1962. 30s.

Some useful detail on physical environment, agriculture and other occupations; good basis for a sample study. (See p. 471.) R.A.

TAYLOR, G. *Environment and Race*. O.U.P. 354 pp. 1927. *Out of print*.

The influence of geographical environment on the origin and present-day distribution and adjustments of the various race types is examined. There is also a valuable section on the white race in the Australian environment.

VON FÜRER-HAIMENDORF, C. *The Apa Tanis and their Neighbours*. Societies of the World Series. Routledge and Kegan Paul. 166 pp. 1962. 16s.

A concise account of the complex society of the inhabitants of a small, isolated valley in the foothills of northern Assam. Their economy and its relationship to the natural environment and to the surrounding peoples are fully dealt with—except that climate receives only incidental mention. An epilogue describes the impact of the India-China border dispute on the lives of these people. There are eight illustrations and two maps. D.H.

WILKINSON, H. R. *Maps and Politics*. Liverpool Studies in Geography, Liverpool University Press. 382 pp. 1951. 30s.

A review of the ethnographic cartography of Macedonia. The author demonstrates the origins and development of the Macedonian problem by arranging the evidence with the aid of cartographic devices, and uses the maps of Macedonia to exemplify the characteristics of ethnographic maps in general. (See pp. 424 and 471.)

EXPLORATION AND TRAVEL

BAKER, SIR S. W. *The Albert N'yanza*. Vols I and II. Sidgwick and Jackson. 569 pp. 1962. (See p. 333.)

BERTRAM, COLIN. *Arctic and Antarctic: a prospect of the Polar regions*. Heffer, Cambridge. 124 pp. 1957 (1st pub. 1939). 21s.

Dr. Bertram, Director of the Scott Polar Research Institute, Cambridge, 1949-56, writes with authority as a biologist and explorer on 'the life, the environment and the mechanics of Polar ventures' and discusses the international and strategic issues of the present. The standard reference on Polar travel techniques.

BURTON, SIR R. F. *The Lake Regions of Central Africa*. Vols I and II. Sidgwick and Jackson. 468 pp. 1961. (See p. 334.)

CABLE, MILDRED, AND FRENCH, FRANCESCA. *The Gobi Desert*. Hodder and Stoughton. (See p. 429.)

CARRUTHERS, D. *Beyond the Caspian*. Oliver and Boyd. (See p. 429.)

CRONE, G. R. *The Explorers*. Cassell. (See p. 334.)

Everyman's Library. Dent. 1958. Crown 8vo. 7s. 6d. to 15s. Smaller Volumes, 6s. 6d.

Teachers are reminded of the number of travel books in this edition. Some are given below:

Borrow: The Bible in Spain. Boswell: Journal of a Tour to the Hebrides with Dr. Johnson. Calderon de la Barca: Life in Mexico. Cobbett: Rural Rides. Cook: Voyages of Discovery. Crèvecoeur: Letters from an American Farmer, 1782. Darwin: The Voyage of the *Beagle*, 1836. Defoe: A Tour through England and Wales, 1724-6. Kinglake: *Eōthen*. Lane: Manners and Customs of the Modern Egyptians, 1836. Mungo Park: Travels. Marco Polo: Travels. Portuguese Voyages, 1498-1663. Stevenson: An Inland Voyage. Travels with a Donkey. The Silverado Squatters. Stow: The Survey of London. Wakefield: A Letter from Sydney and Other Writings on Colonization. Waterton: Wanderings in South America.

FITZPATRICK, K. *Australian Explorers*. World's Classics. O.U.P. 503 pp. 1958. 9s. 6d.

This volume contains selections from the journals and writings of land explorers in Australia. It would be useful for the geography teacher dealing with Australia or with the general topic Geographical Discovery. C.E.F.

GRANT, C. P. *The Syrian Desert*. Black. (See p. 430.)

HAMPDEN, J. *Richard Hakluyt—Voyages and Documents*. World's Classics. O.U.P. 471 pp. 1958 (Reprinted 1963). 9s. 6d.

A selection for the general reader and student from the collection 'The Principal Voyages, etc., of the English Nation'. A fascinating source book of information for the geography teacher dealing with the great voyages of exploration and discovery.

C.E.F.

MORRIS, JAMES. *Coast to Coast*. Faber. 271 pp. 2nd edition 1962 (1st pub. 1956). 30s. paperback edition. 1962. 9s. 6d.
An excellent travel book describing journeys in U.S.A.

OMMANNEY, F.D. *The Shoals of Capricorn*. Longmans. 322 pp. 1952. 30s.

A vivid description of the Crown Colonies of Mauritius and Séchelles and other islands of the south Indian Ocean.

RICHARDS, C. AND PLACE, J. *East African Explorers*. World's Classics. O.U.P. 356 pp. 1960. 8s. 6d.

A selection of extracts from the writings of famous East African explorers. A fascinating source book for the geography teacher dealing with East Africa or exploration and discovery. C.E.F.

SCHOLES, A. *Seventh Continent*. Allen and Unwin. (See p. 452.)

SKELTON, R.A. *Explorer's Maps*. Routledge and Kegan Paul. xii + 338 pp. 1958. 63s.

This book has more than 200 half-tone illustrations, most of them from old maps, and a coloured frontispiece. Its theme is the mutual influence of maps upon explorers' voyages and of the voyages upon later maps.

STEFANSSON, E. *Here is the Far North*. Scribner's. 154 pp. 1957. \$3.95 (28s.).

Great Circle flight from Los Angeles to Copenhagen: some intimate scenes in Greenland, Iceland and Northern Siberia. There are forty illustrations and a map. NOTE. Not obtainable in England but from Scribner's New York office, at \$3.95. *Here is Alaska*, by the same author, \$3.63.

SWAN, M. *The Marches of El Dorado*. Cape. 304 pp. 1958. 25s.

A travel book describing journeys made through British Guiana and parts of Venezuela and Brazil. Largely anecdotal but some vivid descriptions of forest and some reference to current problems. Illustrated with photographs, line drawings and two maps.

WALTON, KEVIN. *Two years in the Antarctic*. Lutterworth Press. 194 pp. 1955. 15s.

A well-written account for the general reader of the author's experiences as a member of the Falkland Islands Dependencies Survey, 1945-48. Describes how friendly relations were eventually established with an American expedition working in the same area. Good illustrations. One of the better books of its kind.

WOOD, T. *Cobbers*. O.U.P. 304 pp. 1953. 10s.

This is a personal record of a journey in the early 1930s from England to Australia, and about the author's experiences in Australia. It is a highly interesting book, written in an easy, popular style, and would be admirable for providing atmosphere and first-hand information to the student of Australia. The illustrations are good.

GUIDE BOOKS

The Blue Guides. MUIRHEAD, L. RUSSELL. (Ed.) Athens and Environs, 1962, 22s. 6d.; Edinburgh, 1953, 7s. 6d. and 12s. 6d.; Florence, 1957, 6s. and 10s.; London, 1956, 17s. 6d.; Oxford and Cambridge, 1958, 4s. 6d. and 7s. 6d.; Paris, 1960, 21s.; Venice, 1957, 4s. 6d. and 8s. 6d.; Belgium and Luxembourg, 1963, 35s.; Bernese Oberland, 1963, 21s.; Denmark, 1955, 25s.; England, 1957, 45s.; Holland, 1961, 35s.; Ireland, 1962, 40s.; Majorca with Minorca and Ibiza, 1958, 4s. 6d. and 7s. 6d.; Northern Italy, 1960, 45s.; Northern Spain, 1958, 50s.; North-western France, 1958, 42s.; Scotland, 1959, 40s.; Southern France, 1954, 42s.; Southern Italy, 1959, 40s.; Sweden, 1952, 30s.; Switzerland (*out of print*); Wales, 1953, 30s. Benn.

Designed for the tourist, and in particular for the motorist, these guides contain detailed descriptions of the landscape and local features which are also of interest to the geographer.

Europa Touring Guide. Philip (Hallwag, Switzerland). 740 pp. of text. 195 photos. 92 double-page maps of 25 countries and 86 town plans. 38s. 6d.

The countries are mapped, described and illustrated and full information is given about places of interest.

GORDON-BROWN, A. (Ed.) *The Year Book and Guide to Southern Africa*; 836 pp. 1963. 12s. 6d. *The Year Book and Guide to East Africa*; 424 pp. 1963. 9s. 6d. Union Castle Mail Steamship Co. Ltd. [Hale.]

These guide books are good value for money. They contain facts, figures, photographs and would be useful to have in a class reference library. They include maps and town plans.

HOPE, R. *The Shoregoer's Guide to World Ports.* The Maritime Press Ltd. 341 pp. 1963. 21s.

The book gives information of a tourist character—namely concise details of places of interest, entertainment and social services obtained at ports. A suitable Admiralty guide. V.H.W.

MASON, J. W. *European Cities.* Stanford. 134 pp. 1963. 7s. 6d.

An excellent guide for travellers on the continent of Europe, well illustrated by a plan of each of the thirty-two European cities discussed. Supplies much very useful information yet it is not a geography text. V.H.W.

Shell Guides. BETJEMAN, J. (Ed.). Devon: B. Watson. 1955. Gloucestershire: A. West and D. Verey. 1952. Herefordshire: D. Verey. 1955. Mid-Wales: D. Verey. 1960. Norfolk: W. Harrod and C. S. Linnell. 1957. Northumberland: T. Sharp. 1954. Oxfordshire: J. Piper. 1953.

Rutland: W. G. Hoskins. 1963. Shropshire: J. Piper and J. Betjeman. 1951. South-West Wales: V. Rees. 1963. Suffolk: N. Scarfe. 1960. The West Coast of Scotland: S. Bone. 1952. Wiltshire: D. Verey. 1956. 15s. each. Pilot to the South Coast Harbours: K. A. Coles. 1962. 21s. Faber.

First-rate guides, lavishly illustrated.

Ward, Lock & Co. Red Guides. 8s. 6d. each except London (10s. 6d. and 12s. 6d.).

These rather formal guides describe walks and excursions and give information concerning communications, fares and distances, and have occasional references to geology, history, literature, etc. They are useful in preparing for a school journey or holiday.

ECONOMIC GEOGRAPHY

ALEXANDER, J. W. *Economic Geography*. Prentice-Hall, New York. 704 pp. 1963. 72s.

BENGSTON, N. A., AND VAN ROYEN, W. *Fundamentals of Economic Geography*. Constable (Prentice-Hall, New York). 574 pp. 1956 (1st pub. 1935). 74s.

A systematic approach to the economic geography of the world's natural resources and selected commodities. Its treatment of such a cereal as wheat is very useful; it is geographical and systematic, giving the essential facts. The book provides a useful source for details of world distribution of commodities and minerals and contains many valuable maps, diagrams and illustrations.

CLARK, C. *The Conditions of Economic Progress*. Macmillan. 735 pp. 1957. (1st pub. 1940). 70s.

A sound economic study, based on statistical evidence, of value to the economic geographer.

Commonwealth Economic Committee, *Statistical Summaries*. Fruit. Grain Crops. Industrial Fibres. Meat. Plantation Crops. Vegetable Oils and Oilseeds. H.M.S.O. c. 150 pp. 5s. to 10s. each.

Each of these books gives in summary form the chief statistical data of world production and trade of the commodity. They provide a most valuable source of up-to-date information for world studies.

THE ECONOMIST CORRESPONDENTS. *Consider Japan*. Duckworth. 1963. 15s.

A short but extremely clear survey of the present-day economy of Japan written by correspondents of the *Economist*, with sixteen pages of photographs. K.M.M.

THE ECONOMIST INTELLIGENCE UNIT. *An Economic Geography*. Blackie and Son Ltd. 296 pp. 1957. 17s. 6d.

A useful economic survey of the Commonwealth dealing in Part I with the historical background, food supply and the materials and patterns of industry and in Part II with countries of the Commonwealth. It is a book for up-to-date reference used with other standard works on economic geography. Twelve maps.

EKBLAW, S. E., AND MULKERNE, D. J. D. *Economic and Social Geography*. Gregg Division, McGraw-Hill Publishing Company Ltd. 432 pp. 1958. 49s. 6d.

A comprehensive work, apparently written for American high school pupils, reviewing conditions of life and work in the various climatic regions of the world, and the conditions of production of all major commodities. Chapters are short and the language relatively simple, but the treatment is entirely factual and prosaic. There are full suggestions for questions for discussion, about 250 maps and a series of Continental maps in colour with numerous sketch-maps.

ESTALL, R. C. AND BUCHANAN, R. O. *Industrial Activity and Economic Geography*. Hutchinson University Library. 232 pp. 1961. 15s.

An examination of the factors which influence the location of industry. The last two chapters show how these factors apply in a geographical appreciation of three specific industries: iron and steel, motor manufacturing, and oil refining. R.A.

FINCH, V. C., TREWARTHA, G. T., ROBINSON, A. H. AND HAMMOND. E. H. *The Earth and its Resources*. McGraw-Hill. 592 pp. 1959. (3rd edition) 49s. 6d.

Illustrated with 217 half-tones, 247 charts and 16-page insert of five colour maps.

FOX, F. L., AND FAIRS, G. H. *A Rational Economic Geography*. Cassell (The Gregg Publishing Co.). 330 pp. 8th edition 1963 (1st pub. 1937), 10s. 6d.

An elementary economic geography of the world. The facts are carefully selected and presented adequately in a readable form. There are many useful sketch-maps, and questions.

FRENS, A. M. *Recent Dairy Research in the Netherlands. I. Dairy Husbandry*. Commonwealth Agricultural Bureaux, Dairy Science and Technology, No. 18. 1953. 2s. 6d.

HOOVER, E. M. *The Location of Economic Activity*. Harvard University Economic Handbooks. McGraw-Hill. 310 pp. 1948. 50s. 6d.

An attempt to apply the concepts and methods of economics to the study of spatial organization.

HOPE, R. *Economic Geography*. Philip. 292 pp. 1963 (1956) 15s. 6d.

For a book on economic geography this is eminently readable. In a sense it set out to solve problems (food production, consumption, living standards, etc. and so is not merely a collection of facts. There are many good, up-to-date pictures a series of useful world maps, and some original drawings useful in schools (e.g. types of grain). Statistics are as up to date as possible.

ITZEROTT, G. *Notes on Milk and indigenous Dairy Products in*

Pakistan. Commonwealth Agricultural Bureaux, Dairy Science and Technology, No. 88. 1960. 2s. 6d.

JONES, C. F. AND DARKENWALD, G. G. *Economic Geography*. Collier-Macmillan. 612 pp. 1954 (1st pub. 1941). 60s.

The extensive subject-matter is dealt with by means of the occupational approach. The book contains a wealth of illustrations and statistical material in the form of maps, diagrams and photographs. In the revised edition, the statistics have been brought up to date and changes due to the Second World War have been included.

JONES, W. R. *Minerals in Industry*. Pelican Series. Penguin Books. 224 pp. 1950 (1st pub. 1944).

A brief economic geography of over fifty minerals used in industry, with useful maps of world distribution.

LEITH, C. K., FURNESS, J. W., AND LEWIS, C. *World Minerals and World Peace*. Brookings Institution, Washington. 253 pp. 1943.

A compact, well-illustrated and far-ranging treatise. Physical, commercial, economic, and political trends are examined.

MEAD, W. R. *An Economic Geography of the Scandinavian States and Finland*. U.L.P. 302 pp. 1959. 42s.

A most interesting and readable treatment of an area which is not well covered by up-to-date textbooks. Full of detail of great value to the teacher of advanced geography. Some excellent illustrations.

MILLER, E. W. *A Geography of Manufacturing*. Prentice-Hall, New York. 576 pp. 1962. 63s.

MORGAN, F. W. *Ports and Harbours* (revised by James Bird). Hutchinson. 176 pp. 1958. 15s.

This is an indispensable book for the geographical study of ports. It analyses the conditions of siting and growth in importance of ports throughout the world. It considers the classification of ports, and includes a most helpful bibliography.

MOUNTJOY, A. B. *Industrialization and Under-Developed Countries*. Hutchinson University Library. 223 pp. 1963. 15s.

This book traces the distribution, causes and problems of under-development and, from the point of view of the economic geographer, examines the difficulties and possibilities of industrialization as a remedy. An analysis is made of the progress of recent industrial developments in Ghana, Nigeria, Chile, Hong Kong, India and Egypt. Illustrated with maps and tables. R.A.

MOUSSA, P. *The Underprivileged Nations*. Sidgwick and Jackson. 198 pp. 1962. 30s. (See p. 378.)

MULDER, H. (et al.). *Recent Dairy Research in the Netherlands*. II. *Dairy Science*, 1947-53. Commonwealth Agricultural Bureaux, *Dairy Science and Technology*, No. 19. 1953. 2s. 6d.

ODELL, P. R. *An Economic Geography of Oil*. Bell's Economic Geographies. Bell. xii + 219 pp. 1963. 22s. 6d.

Possibly a useful book for sixth-form teachers. Not within the scope of the majority of pupils. Clear maps. Suitable in library for sixth form. A.M.C.

Overseas Economic Surveys. H.M.S.O. (Board of Trade).

Important pamphlets for the teacher requiring up-to-date statistics and facts concerning economic and commercial conditions. About sixty titles cover most parts of the world.

P.E.P. *World Population and Resources*. Allen and Unwin. 377 pp. 1955. 35s.

A systematic survey of the natural and economic resources of the world in relation to the expected growth of population over the next few decades.

POUNDS, N.J.G. *An Introduction to Economic Geography*. Murray. 266 pp. 1960 (1st pub. 1951). 15s.

Despite its title, this book is less suitable as an introduction than for use by students who have made some study of economic geography on a regional basis. It is intended to explain, rather than describe, the distribution of economic activities. The author examines the factors that have brought such patterns into existence and which continue to modify them. The chapters on minerals and population contain useful material, and those on power development and the localization of industry will stimulate further study. Simplified statistics are used, and there are a number of maps and diagrams.

POUNDS, N.J.G. *The Geography of Iron and Steel*. Hutchinson University Library. 192 pp. 1963 (1st pub. 1959). 15s.

The first three chapters deal with the iron and steel industry generally; a chapter each is then devoted to the United Kingdom, Western Europe, U.S.A. and Canada, the Soviet sphere and the undeveloped countries. R.A.

PRATT, W.E., AND GOOD, DOROTHY (Ed.). *A World Geography of Petroleum*. Special Publication, No. 31. American Geographical Society. 464 pp. 1950.

This is a comprehensive study in four parts, dealing with: the origin and distribution of oil-bearing areas; the organization of the oil industry, from producer to consumer; detailed study of the great producing regions; the economic geography of the industry. It contains many maps, diagrams and illustrations.

RUSSELL, SIR JOHN. *World Population and World Food Supplies*. Allen and Unwin. 513 pp. 1957. 55s.

A large volume dealing with (1) the distribution of the world's population, (2) the food production of all countries important because of contribution or need. See p. 402.)

SHAW, E.B. *World Economic Geography. With an Emphasis on Principles*. Chapman and Hall (John Wiley, New York). 582 pp. 1955. 53s.

Well-illustrated economic geography dealing with farming activities in climatic regions and forestry, mining, manufacture and trade as topics. The book gives detail of methods used.

SMITH, J.R., AND PHILLIPS, M.O. *Industrial and Commercial Geography*. Constable (Henry Holt, New York). 978 pp. 1946 (3rd edition). 42s.

This book gives a methodical treatment of world economic geography with emphasis on the United States of America. One of its special features is the comprehensive study of world trade routes. There are many useful maps, diagrams and illustrations.

STAMP, L.DUDLEY. *An Intermediate Commercial Geography*. Part I. Commodities and World Trade. 288 pp. 1959 (1st pub. 1927). 20s. Part II. The Economic Geography of the Leading Countries. Longmans. 594 pp. 1955 (1st pub. 1928). 45s.

A standard textbook for advanced students. Part I treats of the essentials of economic geography on a world basis. Part II gives a brief recapitulation of the main aspects of the regional geography of the continents to serve as a foundation for the consideration of the economic or commercial geography of certain of the most important countries of the world. There are numerous sketch-maps and questions from examination papers.

STAMP, L.D., AND GILMOUR, S.C. *Chisholm's Handbook of Commercial Geography*. Longmans. 17th edition 1962. 86s.

A new edition bringing up to date an authoritative source book of the economic geography of the world. It is especially valuable in the study of commodities.

STREET, A., AND ALEXANDER, W. *Metals in the Service of Man*. Pelican Series. Penguin Books. 320 pp. 1962 (1st pub. 1944). 6s.

A useful introduction to the study of modern alloys, their manufacture and uses.

THATCHER, W.S. *Economic Geography*. Teach Yourself Geography. English Universities Press. 241 pp. 1958 (1st pub. 1949). 12s. 6d.

This book provides an interesting introduction to the elements of economic geography with an unusual treatment of the economic activities of selected areas. (See p. 473.)

THOMAN, R.S. *The Geography of Economic Activity*. McGraw-Hill Series in Geography. McGraw-Hill. 624 pp. 1962. 69s. 6d.

This book, intended primarily for students lacking a geographical background, is essentially an introduction to the study of economic geography. The first three Parts of the book are devoted to an analysis of the chief characteristics of various types of economic activity. World energy resources are studied in Part 4. In the last part the author examines world production, consumption and trade in a number of selected commodities. There are 330 illustrations including maps.

M.F.R.

United Nations Scientific Conference on the Conservation and Utilization of Resources, Proceedings. H.M.S.O. I. Plenary Meetings (General Subjects). 32s. 6d. II. Mineral Resources. 22s. 6d. (Out of print.) III. Fuel and Energy Resources. 22s. 6d. (Out of Print.) IV. Water Resources. 32s. 6d. (Out of print.) V. Forest Resources. 22s. 6d.

(Out of print.) VI. Land Resources. 45s. VII. Wild Life and Fish Resources. 17s. 6d. (Out of print.) VIII. Index. 11s. 1952. Eight sumptuous volumes form an up-to-date geographical encyclopaedia.

URQUHART, D.H. *Cocoa*. Tropical Agriculture Series. Longmans. 230 pp. 1955. 45s.

This book provides practical and detailed information on cocoa for the planter and others, reviews the main aspects of plantation industry and is well illustrated by photographs, some in natural colour. (See p. 474.)

WHITBECK, R.H., AND FINCH, V.C. *Economic Geography: A Regional Survey*. McGraw-Hill. 647 pp. 1941 (4th edition). 50s. 6d. Out of print.

Devoted to a presentation of economic geography upon a topical-regional basis, over half the book deals with the United States and Canada. In addition to routine revision, several chapters have been completely rewritten in the fourth edition.

ZIMMERMAN, E.W. *World Resources and Industries*. Harper, New York. 832 pp. 1951. 72s.

The most comprehensive available treatment of world agricultural and industrial production. It is especially appropriate for reference and is well documented.

AGRICULTURE AND LAND USE

ADDISON, HERBERT. *Land, Water and Food*. Chapman and Hall. 296 pp. 1961. 25s. (See p. 377.)

BONHAM-CARTER, VICTOR. *Farming the Land*. Routledge and Kegan Paul. xii + 162 pp. 1959. 15s.

This book tells the story of how farming has developed from earliest times and how it is carried out today in Britain in all its main aspects. It is valuable to young people who are considering farming as a career. There is a book list, eighteen line drawings and twenty black-and-white plates.

BUCHANAN, K. *The Distribution of Systems of Farming in Britain*. Association of Agriculture. (See p. 212.)

CHAPMAN, D.H. *A Farm Dictionary*. Evans in Association with National Federation of Young Farmers' Clubs. 209 pp. 1953. 10s. 6d. Lucid definitions of over three thousand terms. The book might serve as an occasional reference in connexion with farm studies. It has ninety diagrammatic illustrations.

CHISHOLM, M. *Rural Settlement and Land Use*. Hutchinson University Library. 207 pp. 1962. 15s.

An analysis of some of the factors influencing rural settlement types and land-use patterns, illustrated with tables. Examples are taken from different parts of the world. R.A.

Commonwealth Bureau of Pastures and Field Crops, Bulletins. 35. The Forage Resources of Latin America; El Salvador. (See p. 448.) 36. The Grasslands of Latin America. (See p. 448.) 37. The Forage Resources of Latin America: Peru. (See p. 445.) 41. Management and Conservation of Vegetation in Africa. (See p. 438.)

EDEN, T. *Tea*. Tropical Agriculture Series. Longmans. 1958 (See p. 474.)

EVANS, E. E. *Irish Folkways*. Routledge and Kegan Paul. 340 pp. 1957. 35s.

A fascinating exposition of rural customs and of household and agricultural tools and equipment in Ireland, which emphasizes the continuity of Irish culture from prehistoric times to the present, and the way in which 'tools and traits have persisted . . . because of their adaptation to the Irish environment physical and social'. The geographical background is firmly sketched. There are over 100 illustrations and six maps. (See p. 417.)

Farmers in a Changing World. Yearbook of the United States Department of Agriculture. Government Printing Office, U.S.A. 1,183 pp. 1940.

A record of the social and economic problems affecting farmers in the United States in 1940, containing much that remains important today, and with considerable detail concerning farming practice.

Food and Life. Yearbook of the United States Department of Agriculture. Government Printing Office, U.S.A., 1,064 pp. 1939.

A comprehensive study of animal and human food requirements with much information concerning agriculture, especially in the United States. There are numerous maps and diagrams.

GRIST, D. H. *Rice*. Tropical Agriculture Series. Longmans. 472 pp. 1959. 55s.

A comprehensive and most valuable study of rice and its cultivation. The geographical conditions concerning climate, soils, water control including methods of irrigation, and cultivation, are fully treated. The sixty-eight illustrations are first-rate, and the full bibliography is authoritative. (See p. 474.)

IRVINE, F. R. *A Textbook of West African Agriculture, Soils and Crops*. O.U.P. (See p. 437.)

JACKS, G. V. *Land Classification*. Commonwealth Bureau of Soils. Technical Communication, No. 43. 90 pp. Reprint 1960 (1946). 90 pp. 7s. 6d.

A most valuable summary of the systems of land classification in the United States, Canada, New Zealand, Great Britain, etc. (See p. 470.)

MACBEAN, JOHN. *The Soil*. Faber. 221 pp. 1961. 30s.
A study of soil from the viewpoint of practical farming. R.A.

MEAD, W.R. *Farming in Finland*. Athlone Press. 248 pp. 1953. 30s.
(See p. 426.)

Ministry of Agriculture and Fisheries, Bulletin No. 78. 96 pp. inc. Index. 1958 (1st pub. 1934). 5s. 6d.

An authoritative classified list of books and pamphlets on all aspects of farming, including both general and technical works, under such headings as regional agriculture—Great Britain and other countries; soil science; field crops; statistics. It is an indispensable bibliography.

PHILLIPS, J. *The Development of Agriculture and Forestry in the Tropics*. Faber. 212 pp. 1961. 42s.

An examination of agriculture and forestry in tropical countries with special reference to their problems and future development. R.A.

RUSSELL, SIR E.JOHN. *World Population and World Food Supplies*. Allen and Unwin. 513 pp. 1957. 55s.

An authoritative 'source book' of the facts of land-use and food supply of all countries of the world. For each country a brief summary of the physical conditions and then a most useful account of the crops grown, yields and livestock, the problems of increasing the use of the land together with recent statistics.

Soils and Men. Yearbook of the United States Department of Agriculture. Government Printing Office, U.S.A. 1,161 pp. 1938.

The main theme is the problem of how to make better use of the land of the U.S.A., soils being considered from the viewpoint of the farmer. The book contains much information of value to the geographer and is well illustrated with a number of excellent photographs.

STAMP, L.D. *The Land of Britain: Its Use and Misuse*. Longmans. 508 pp. 3rd edition 1962 (1st pub. 1947). 90s.

A comprehensive treatment of land use in Britain and of the factors, historical, geographical and economic, which have led to the present position. It also contains a summary of the work of the Land Utilization Survey of Britain. It is most useful in the study of many aspects of agriculture.

STAMP, L.D. *Our Developing World*. Faber. 195 pp. 1960. Boards, 21s., paperback, 1963, 8s. 6d.

A summary of the land resources of the world. Discusses the relation between population and area, with an assessment of the potential use of land. It is a good introduction to the serious question of the pressure of the rapidly growing world population on food supplies. The maps are useful.

WADHAM, S.M., AND WOOD, G.L. *Land Utilization in Australia*. C.U.P. (See p. 450.)

WIBBERLEY, G.P. *Agriculture and Urban Growth*. Michael Joseph. 240 pp. 1960. 21s.

Distribution Maps of Insect Pests. Commonwealth Institute of Ento-

mology, 56 Queen's Gate, S. Kensington, London, S.W.7. 11 x 6½ in. Annual subscription (12 maps), 6s.

A series of maps, each of which gives the world distribution of a particular agricultural insect pest. Twelve maps are issued each year.

TRANSPORT AND COMMUNICATIONS

Increasing prosperity since 1955 has greatly increased the demands made upon transport in this country and in Europe. As a result, previous neglect of transport networks has brought its own reward of appalling congestion and financial loss. Literature dealing with the economic and planning aspects has been greatly stimulated, and many of these works include geographical material. Books with a more specific geographical approach are still few in number and uneven in quality. Included within the bibliography are a number of key official reports, which are essential for any understanding of transport problems in this country.

For a rapid appraisal of the position of transport as a whole, reference may be made to the series of maps on transport and communications in the *Atlas of Britain*, published by the Oxford University Press in 1963.

K. R. SEALY

APPLETON, J. H. *The Geography of Communications in Great Britain*. O.U.P. 272 pp. 1962.

BARKER, T. C. AND ROBBINS, M. *A History of London Transport. Passenger Travel and the Development of the Metropolis*, Vol. 1, *The Nineteenth Century*. Allen and Unwin, 412 pp. 1963.

BIRD, J. H. *The Major Seaports of the United Kingdom*. Hutchinson. 454 pp. 1963.

BIRD, J. H. *The Geography of the Port of London*. Hutchinson. 207 pp. 1957.

BONAVIA, M. R. *The Economics of Transport*. Revised edition. Nisbet. 219 pp. 1954.

BRITISH RAILWAYS BOARD. *The Reshaping of British Railways*. H.M.S.O. 148 pp. 1963 (The Beeching Report).

BUCHANAN, C. D. *Mixed Blessing: the Motor in Britain*. Hill. 221 pp. 1958.

CALVERT, P. *Inland Waterways in Europe*. Allen and Unwin, 259 pp. 1963.

CAVES, R. E. *Air Transport and its Regulators*. Harvard U.P. 479 pp. 1962.

COURSE, E. *London Railways*. Batsford. 286 pp. 1962.

DAVIES, E. *Roads and their Traffic*. Blackie. 352 pp. 1960.

DAY, A. *Roads*. Mayflower Books. 128 pp. 1963.

HADFIELD, C. *British Canals*. Phoenix. 291 pp. 1959.

HAMMOND, R. E. R. *Railways Tomorrow*. Redman. 194 pp. 1963.

MINISTRY OF TRANSPORT. *Traffic in Towns*. H.M.S.O. 223 pp. 1963 (The Buchanan Report).

MINISTRY OF TRANSPORT. *The Transport Needs of Great Britain in the Next Twenty Years*. H.M.S.O. 27 pp. 1963 (The Hall Report).

ROAD RESEARCH LABORATORY. Dept. of Scientific and Industrial Research. H.M.S.O. Technical Paper No. 48. *The Assessment of priority for road improvements*. 1960. Technical Paper No. 59. *Passenger mileage by road in Greater London*, 1962. Technical Paper No. 62. *Sample survey of the roads and traffic of Great Britain*. 1962.

SEALY, K. R. *The Geography of Air Transport*. 2nd imp. Hutchinson. 207 pp. 1962.

THOMAS, D. ST. J. *The Rural Transport Problem*. Routledge and Kegan Paul. 176 pp. 1963.

THOMAS, D. ST. J. (Ed.). *A Regional History of the Railways of Great Britain*. Phoenix. Vol. 1. THOMAS, D. ST. J. *The West Country*. 212 pp. 1960. Vol. 2. WHITE, H. P. *Southern England*. 214 pp. 1961. Vol. 3. WHITE, H. P. *Greater London*. 1963.

WHEATCROFT, S. F. *The Economics of European Air Transport*. Manchester U.P. 358 pp. 1956.

WHITESIDE, T. *The Tunnel under the Channel*. Hart Davis. 133 pp. 1962.

WORLD GEOGRAPHY

BOYD, A. *An Atlas of World Affairs*. Methuen. 160 pp. 1962. 7s. 6d.
(See p. 258.)

BRIAULT, E. W. H. AND HUBBARD, J. H., *An Introduction to Advanced Geography*. Longmans. 470 pp. 1957. (rep. 1963) 30s.

The first part of the book deals with cartography and physical geography. This is followed by shorter sections on world economies and settlement, though the chapters on physical features contain references to their human significance. Most of the photographs are very well selected and many are related to diagrams. The chapters contain critical guidance on further reading. Although there is no regional treatment the authors state that the book looks 'from the periphery of the subject in towards its cone' and that there is continued reference to regional geography. The book achieves its aim and it is an excellent book.

COLE, J. D. *Geography of World Affairs*. Pelican. Penguin Books. 5s.

DYSON, J. L. *The World of Ice*. 274 pp. + 31 pp. of index, bibliography and glossary. Cresset Press. 1963. 50s.

FREEMAN, O. W. AND RAUP, H. F. *Essentials of Geography*. McGraw-Hill. 544 pp. 1959. (2nd edition). 62s.

GOUROU, P. *The Tropical World*. (Trans. E. D. Laborde). *Geographies for Advanced Study*. Longmans. 156 pp. new edition 1961 (1953). 25s.
An excellent survey of social and economic conditions in the tropics, with a discussion of the future of the region. (See p. 471.)

HAWKES, JACQUETTA. *Man and the Sun*. 280 pp. 1962. 30s. Cresset Press.

HEINTZELMAN, O. H. AND HIGHSMITH, R. M. *World Regional Geography*. Prentice-Hall, New York. 448 pp. 2nd edition 1963. 50s.

HIGHSMITH, R. M., RUDD, R. D., HEINTZELMAN, O. H., GRANVILLE JENSEN, J., AND TSCHIRLEY, P. R. *Case Studies in World Geography*. Prentice-Hall, International Inc., 34-36 Beech Street, London, E.C.1. 224 pp. 1961. 42s.

MACKINDER, THE RT. HON. SIR HALFORD. *Distant Lands*. Elementary Studies in Geography and History. Philip. 312 pp. 1923 (eighth edition). *Out of print*.

A description of the countries of the world following the order of historical discovery and introducing subjects of mathematical and physical geography, e.g. latitude and longitude, trade winds, in the order of their discovery. This is very stimulating in thought for teachers. (See p. 471.)

RUSSELL, R. J., KNIFFEN, F. B., AND PRUITT, E. L. *Culture Worlds*. Collier-Macmillan. 476 pp. 1961. 60s.

This is an abridged and revised edition of the book *Culture Worlds* first published in 1951. This edition is designed to be used at first-year level in American Universities. It consists of a description of the world, divided for convenience into so-called culture worlds: Polar, European, Dry, African, Oriental, etc. There are 180 photographs and 140 maps. M.F.R.

STAMP, L. DUDLEY, AND WOOLDRIDGE, S. W. (Ed.). *London Essays in Geography*. Rodwell Jones Memorial Volume. Longmans. 351 pp. 1951. 25s. *Out of print*.

The contributors are former colleagues or students of the late Professor Rodwell Jones. Their seventeen essays cover aspects of regional, economic and historical geography, geomorphology, climatology and the applications of geography to the planning of the use of land. They survey the nature of modern geography and present a statement of its value as a higher discipline. This is a stimulating, thought-provoking book suitable for advanced use only.

UNSTEAD, J. F. *A World Survey. A Systematic Regional Geography*, Vol. III. U.L.P. (See p. 473.)

UNSTEAD, J. F., AND TAYLOR, E. G. R. *Essentials of World Geography*. Philip. 264 pp. 1956 (1st pub. 1912). 7s. 6d.

Practically the whole field of physical and economic geography is treated. The material is good and sound, although some sections suffer from the early date of publication. The book has a wealth of good maps and diagrams.

UNSTEAD, J. F., AND TAYLOR, E. G. R. *General and Regional Geography for Students*. Philip. 530 pp. 1952 (15th edition). 15s.

A broad survey of the whole field of geography, including the subject matter of physiography as well as that of political and economic geography. It provides a sound framework for the teacher or student.

VAN RIPER, J. E. *Man's Physical World*. McGraw-Hill Series in Geography. McGraw-Hill. 656 pp. 1962. 66s.

This book contains a wealth of information about man's natural environment. The author makes a special study of the distributions of natural phenomena over the surface of the earth. The text is illustrated by 344 meaningful diagrams and carefully selected photographs; however, some of them tend to be rather small.

M.F.R.

WILLIS, MARGARET S. *A Systematic Geography of World Relations*. Philip. 320 pp. 1950 (1st pub. 1937). 10s. 6d.

This book covers general world geography and includes such aspects as mathematical geography, world climates and vegetation regions, economic geography, and the history of geographical discovery. It is a sound, scholarly introduction to world geography suitable for studies at the Advanced Level of the General Certificate of Education and at Intermediate degree standard.

WILMORE, A. *The Groundwork of Modern Geography*. Bell. 412 pp. 1961 (5th edition). 25s.

This standard textbook has been very adequately revised and brought up to date, and is strongly recommended for use in the upper forms of grammar schools studying for the Advanced Certificate of Education and Intermediate examinations, and for training college students. Five sections deal with structural geography, climatic geography, biological geography, human geography, and mathematical geography and cartography. A good glossary is provided, and a very useful section of examination papers forms an appendix which will be useful in sixth forms.

BRITISH ISLES

1. General

ALLEN, G.C. *British Industries and their Organization*. Longmans. 332 pp. 4th edition. 1959 (1st pub. 1933). 25s.

A study of the condition and organization of British industry during the modern era, mainly from the standpoint of economic history. Two introductory chapters are followed by detailed discussion of the coal, iron and steel, engineering, shipbuilding, motor car manufacturing, cotton, wool, rayon, and building industries. It contains a valuable bibliography and some up-to-date statistical information.

BEST, H.B. AND COPPOCK, J.T. *The Changing Use of Land in Britain*. Faber. 253 pp. 1962. 42s.

An examination of the changes in British land use over the last 100 years with special reference to the problems of the present. Examples are drawn from specific regions; the text is illustrated by good sketch maps and diagrams. R.A.

CARRIER, E.H. *The Pastoral Heritage of Britain*. Christophers. 293 pp. 1936. 10s. 6d.

The author gives a full but not too technical account of pasture lands, fodder crops and cattle and sheep rearing. The historical, scientific and social aspects of the subject are given due consideration. Certain chapters are of value to both geography and history students.

CLAPHAM, J., *A Concise Economic History of Britain from the Earliest Times to 1750*. C.U.P. 324 pp. (1st pub. 1949). Reprinting.

A very readable text much concerned with material culture, villages, hamlets and towns, the family, and trade. An invaluable book for the student or teacher interested in local geography.

COBBETT, W. *Rural Rides*. Dent. (Everyman's Library) (See pp. 386 and 478.)

COURT, W.H.B. *A Concise Economic History of Britain since 1750*. C.U.P. 1954. 32s. 6d. (See CLAPHAM, J. *A Concise Economic History of Britain from the Earliest Times to 1750*.)

DARBY, H.C. (Ed.). *An Historical Geography of England before A.D. 1800*. C.U.P. (See p. 386.)

DAYSH, G.H.J. (Ed.). *Studies in Regional Planning*. Philip. 248 pp. 1951. 32s. 6d.

Seven separate studies deal with The Highlands and Isles, Central Scotland, The North-east of England, Cumberland, The East Midlands, Gloucester-Wiltshire-Somerset, and Devon and Cornwall. Particular emphasis is placed on the importance of national planning to the future welfare of the various regions. The individual papers are also obtainable in separate bindings. (See p. 382.)

DEFOE, D. *A Tour through England and Wales*. Dent (Everyman's Library). (See pp. 378, 478 and 483.)

DEMANGEON, A. (Trans. E. D. Laborde). *The British Isles*. Heinemann. 452 pp. 3rd edition 1952, rep. 1961 (1st pub. 1939). 25s.

A comprehensive examination of the human geography of the British Isles revealing the influence of geography on social and historical development. The work is in three sections: a general survey with emphasis on structure, climate and vegetation; a survey of seven major regions, with a separate chapter on London; and a third section on economic and imperial geography with emphasis on shipping and trade. It contains some excellent photographs, maps of a high standard, particularly those showing town sites, and has much historical detail.

DURY, G. H. *The British Isles: A Systematic and Regional Geography*. Heinemann. 520 pp. 1963 (1st pub. 1961). 30s.

This book is in two parts; the first deals with physical geography, land use, population, trade, communications, etc; the second provides a detailed regional coverage. The material is completely up to date and especial emphasis has been put on the great changes which have taken place since 1945. The book is well illustrated with maps and diagrams. There is also an extensive bibliography. R.A.

EDWARDS, K. C. (Ed.). *British Landscapes Through Maps Series*. (See Geographical Association, p. 206.)

FAWCETT, C. B. *The Provinces of England*. Hutchinson. 192 pp. 1961 (1st pub. 1960). 15s.

This is a revision, under the editorship of S. W. Wooldridge and W. G. East, of a work which appeared in 1919. Professor Fawcett's case for a recasting of the administrative regions of England and Wales, each centred on a regional capital, still remains valid. The editors contribute a new introduction and have revised the text in the light of changes over the last forty years. An interesting study in 'applied geography', demonstrating the application of geographical thinking to a problem of contemporary interest. R.A.

FLEURE, H. J. *A Natural History of Man in Britain*. New Naturalist Series, Book 18. Collins. 349 pp. 1951. 30s. Reprinting.

A study of changing relations between men and environments. (See p. 472.)

FOX, SIR CYRIL F. *The Personality of Britain*. National Museum of Wales. (See p. 388.)

FRANKLIN, T. B. *British Grasslands*. Faber. 173 pp. 1953. 21s.

A study of British grasslands from an historical point of view but with much of geographical interest.

HADFIELD, CHARLES. *British Canals*. Phoenix. 291 pp. New edition 1959. 36s.

With fifty illustrations and seventeen maps.

HADFIELD, CHARLES. *Canals of South Wales and the Border*. Phoenix. 56 pp. 1960. 30s.

HAWKES, JACQUETTA. *A Land*. Cresset Press. 248 pp. 1951. 21s.

(Also Penguin Books, 1959. 3s. 6d.)

This is one of those outstanding books, correct factually but yet touched with the imaginative insight of a poet. It gives a vivid account of the evolution of the structure and the changing landscape of Britain. The final chapter deals with the effect of the Industrial Revolution on the landscape. A stimulating work.

HOSKINS, W. G. AND STAMP, L. DUDLEY. *The Common Lands of England and Wales*. The New Naturalist Series, No. 45. Collins. 366 pp. 1963. 42s.

The authors, one a historian and the other a geographer, served for three years on the Royal Commission on Common Land (1955-58). Here they present a report, of fascinating and unique interest, for the benefit of the general reader. Part One traces the history of common lands in England and Wales, while in Part Two there is a description on a regional basis of the distribution of both common lands and village greens. In an appendix there is a county-by-county inventory of every common in England (not Wales) giving its location, type and acreage. Illustrated with maps and plates in colour and black and white. (See p. 472.) K.H.N.

MACKINDER, THE RT. HON. SIR HALFORD. *Our Own Islands*. Elementary Studies in Geography and History. Philip. 335 pp. 1930 (18th edition). *Out of print*.

A comprehensive descriptive book containing the essential facts of the geography of the British Isles, and demanding constant reference to the maps and pictures in it and to other sources. Teachers are referred to it for its admirable teaching methods. (See p. 471.)

MANLEY, G. *Climate and the British Scene*. New Naturalist Series, Book 22. (See pp. 372 and 472.)

MITCHELL, J. B. (Ed.). *Great Britain. Geographical Essays*. C.U.P. 612 pp. 1962. 42s.

This collection of essays on the geography of Great Britain by a distinguished series of authors may be compared to the earlier *Great Britain: Essays in Regional Geography*, Ed. A. G. Ogilvie, 1928. After three chapters on aspects of the general geography of Great Britain come chapters on the major regional divisions. This section, in which eminent geographers contribute studies on regions in which they have specialist knowledge, forms the major portion of the book. M.W.

National Forest Park Guides. H.M.S.O. (Forestry Commission). Argyll, Forest of Dean, Glen More (Cairngorms), Glen Trool (Galloway), Hard Knott (Lake District), Snowdonia, 1954-63, 3s. 6d. to 5s. each.

Each guide contains an excellent elementary account, with maps and sections of the geology and relief of the area, together with valuable detail concerning

plant and animal life and also the historical background. Information on local Youth Hostels, hotels, and details of approach is given. Most valuable bibliographies of books and pamphlets on the area are included in several of the leaflets. Each one is abundantly and artistically illustrated, with a useful map of the locality in a pocket in the back cover.

The National Trust. (See p. 216.)

PEARSELL, W.H. *Mountains and Moorlands*. New Naturalist Series, Book 11. Collins. (See pp. 376 and 472.)

REES, HENRY. *British Ports and Shipping*. Harrap. 290 pp. 1958. (See p. 277.)

SHEPHERD, W. *The Living Landscape of Britain*. Faber. 208 pp. 1963 (1st pub. 1952). 25s. Paperback 1963. 13s. 6d.

A popular introduction to geology and geomorphology with many good photographs and diagrams. R.A.

SMAILES, A.E. *North England*. Nelson. 324 pp. 1960. 50s.

This work is concerned with the four northern counties, Cleveland and the Lancashire part of the Lake District. It is generously illustrated with plates and maps. This is the first volume of Nelson's Regions of the British Isles Series, edited by W. Gordon East. The second volume, *The Scottish Highlands and Islands*. (See p. 415.)

SMITH, W. *An Economic Geography of Great Britain*. Advanced Geographies. Methuen. 747 pp. 1953 (1st pub. 1949). 55s.

The author takes the view that economic geography is one facet of the whole geographical complex, its special field being the analysis of the distribution forms in the patterns of economic life. The first part of the book is historical, the second part providing a sound and up-to-date systematic analysis of the economic geography of agriculture, industry, transport and trade. Considerable detail is included regarding industrial requirements, transport, and related topics. The book contains 124 line maps and diagrams, one folding map and one folding table.

STAMP, L.D. *Britain's Structure and Scenery*. New Naturalist Series, Book 4. Collins. (See pp. 368 and 472.)

STAMP, L.DUDLEY. *The Land of Britain: Its Use and Misuse*. Longmans. (See p. 402.)

STAMP, L.DUDLEY AND BEAVER, S.H. *The British Isles*. Longmans. 780 pp. 1954 (1st pub. 1933). 55s.

A geographic and economic survey. It takes stock of national resources past and present, and gives an account of climate, agriculture, commerce and industry in Britain, illustrated with photographs and maps.

STEERS, J. A. *The Sea Coast*. New Naturalist Series, Book 25. Collins. 276 pp. 1953. 30s.

An authoritative study of the coasts of Britain from the physical point of view. It gives most valuable studies of many of the coastlines where interesting changes have taken place. It is well illustrated with excellent coloured pictures, maps and diagrams. (See p. 472.)

TANSLEY, A. G. *Britain's Green Mantle*. Allen and Unwin. (See p. 376.)

THOMAS, J. F. H. AND OTHERS. *Sheep*. Faber. 196 pp. 1957 (1st pub. 1945). 25s.

A comprehensive study of sheep farming, including chapters on sheep on English lowland farms, mountain and hill sheep farming in Scotland and sheep farming in Wales.

TROW-SMITH, R. *English Husbandry*. Faber. 239 pp. 1951. 25s. An excellent account of the history of farming with a most comprehensive bibliography.

TRUEMAN, SIR ARTHUR. (Ed.). *The Coalfields of Britain*. Arnold. 396 pp. 1954. 63s.

An account of the geology of the coalfields of Great Britain in which each is studied in detail by experts and such information is given as the types and qualities of coal and the names of the seams. Maps and sections are useful, and a very full bibliography is included.

TRUEMAN, A. E. *Geology and Scenery in England and Wales*. Pelican Series. Penguin Books. (See p. 368.)

UNSTEAD, J. F. *The British Isles. A Systematic Regional Geography*, Vol. I. U.L.P. (See p. 473.)

WATSON, J. A. S., AND MORE, J. A. *Agriculture: The Science and Practice of British Farming*. Oliver and Boyd. Revised 1962 30s.

A textbook intended for the agriculture student or farmer, dealing with the soil and its management, crops, farm livestock, farm organization and management. It is well illustrated with photographs and diagrams and contains a complete index. As a standard reference book it is suitable for the advanced grammar school pupil doing rural studies or detailed local work.

2. England

ALLISON, J. E. *The Mersey Estuary*. Liverpool University Press. 67 pp. 1949. 3s. 6d.

An historical study of the development of Merseyside as a port and the physical achievement which this represents.

BALCHIN, W.G.V. *Cornwall. The Making of the English Landscape Series.* Hodder and Stoughton. 128 pp. 1954. 16s.

An illustrated essay on the history of the Cornish landscape. The map extracts used are mainly from the 6-in. Ordnance Survey map. (See p. 471.)

BANKS, F.R. *English Villages.* Batsford Britain Series. Batsford. 224 pp. 1963. 25s.

The first half of the book shows the stages by which Anglo-Saxon settlement developed into the village. The second part of the book makes a topographical survey of English villages. The regions are not, however, the customary ones of county or geography but of geology. There are sixteen of these regional surveys, covering areas such as the Pennines, Western Marches, East Anglia, etc. The book is illustrated with Edwin Smith's photographs. (See p. 470.)

BERESFORD, MAURICE. *The Lost Villages of England.* Lutterworth. (See p. 385.)

BIRD, J.H. *The Geography of the Port of London.* Hutchinson University Library. Hutchinson. 207 pp. 1957. 15s.

Concise and thorough survey of the port, including details of individual docks and a review of the trade of the port. Good bibliography, diagrams and statistical tables.

CAESAR, A.A.L. *Devon and Cornwall.* Studies in Regional Planning. Philip. 28 pp. 1951. 5s.

A very accurate and clear-written summary of the main geographical aspects of the region. (See p. 473.)

CAESAR, A.A.L. *Gloucester-Wiltshire-Somerset.* Studies in Regional Planning. Philip. 28 pp. 1951. 5s.

The geographical background of the area, economic conditions, population and regional services, together with future planning recommendations, are discussed authoritatively. (See p. 473.)

CLAYTON, R. (Ed.). *The Geography of Greater London.* Philip. 364 pp. approx. Published 30th June, 1964. (See p. 384.)

COLES, K.A. *Pilot to the South Coast Harbours.* Shell Guides. Faber. (See p. 394.)

DARBY, H.C. *The Draining of the Fens.* Cambridge Studies in Economic History. C.U.P. 331 pp. 1956 (1st pub. 1940). 35s.

A readable and authoritative study. It contains thirty-four maps of great value and thirty-one illustrations.

DAYSH, G.H.J. *Cumberland.* Studies in Regional Planning. Philip. 24 pp. 1951. 5s.

A small but useful booklet on conditions in the region. It summarizes the fundamental geographical features, past and present, and discusses the effects of war on industry and population in the area. (See p. 473.)

EDWARDS, K. C., ASSISTED BY SWINNERTON, H. H., AND HALL, R. M. *The Peak District*. The New Naturalist Series, No. 44. Collins. 240 pp. 1962. 30s.

A comprehensive guide to the Peak National Park written by experts and fully and beautifully illustrated. Many of the sections are directly geographical and the rest provide useful background information. The addition of detailed bibliographies to each chapter is a most valuable feature of this book. (See p. 472.) K.H.N.

FINBERG, H. P. R. *Gloucestershire*. The Making of the English Landscape Series. Hodder and Stoughton. 128 pp. 1955. 16s.

A study in the historical evolution of the Gloucestershire landscape, skilfully illustrated with maps and photographs. This is a stimulating book for advanced students and is particularly valuable for local regional study. There is a useful list of selected references at the end. (See p. 471.)

FITTER, R. S. R. *London's Natural History*. The New Naturalist Series, No. 3. Collins. 282 pp. 1945. 21s.

The aim is to show the influence of man in effecting changes in the environment, and thus in the natural history of the area extending within a radius of twenty miles of St. Paul's Cathedral and so, while intended primarily for the naturalist, its theme is essentially geographical. The inclusion of chapters on geology, building materials and water supply as well as numerous maps further enhances its value in this respect. (See p. 472.) K.H.N.

GRESSWELL, R. K. *Sandy Shores in South Lancashire*. Liverpool Studies in Geography. Liverpool University Press. (See pp. 361 and 471.)

GULLICK, C. F. W. R. *The Oxford Region*. A Pictorial Survey of England and Wales, Section I. Philip. 16 pp. 1939. 5s. 6d.

This is a study of the Oxford region with the aid of picture, map and landscape sketch. The more important features are selected for treatment, for example, Goring Gap, the Chiltern escarpment, Oxford, the Cotswold valleys. (See p. 472.)

HALL, P. *London 2000*. Faber. 220 pp. 1963. 55s.

An analysis of the problems associated with the continued spread of London, with illustrations and maps. R.A.

HALL, P. G. *The Industries of London*. Hutchinson University Library. 192 pp. 1962. 15s.

A detailed and interesting study of London's industries since 1861. The factors influencing the type and distribution of the industries are analysed in some detail. R.A.

HARVEY, L. A., AND ST. LEGER-GORDON, D. *Dartmoor*. Collins New Naturalist Series. Collins. 274 pp. 1959 (1st pub. 1953). 30s.

A detailed and scholarly account of the area, including chapters on the physical pattern of the countryside, the geology, the climate, the ecology and the history and prehistory. There are seventeen colour, thirty-six black-and-white photographs and three maps. (See p. 472.)

HOLFORD, W., AND WRIGHT, H.M. *Cambridge Planning Proposals*. Cambridge County Council, Shire Hall, Cambridge. 1950. Two vols, 30s. each.

This is a report to the Town and Country Planning Committee of the Cambridge-shire County Council, with a supplementary volume of maps and drawings. It is a useful document for local survey by students or schools.

HOSKINS, W.G. *The Making of the English Landscape*. (Introduction.) The Making of the English Landscape Series. Hodder and Stoughton. 240 pp. 1955. 25s.

This is the introductory volume to the series. Dr. Hoskins describes the historical evolution of the English landscape, illustrating his text with photographs and maps. (See p. 471.)

HOSKINS, W.G. *Rutland*. Shell Guides. Faber. 52 pp. 1963. 15s.

Copiously illustrated, the information in the text is mainly of a 'tourist' nature. (See pp. 394-395.) R.A.

HUTCHINGS, G.E. *The Book of Box Hill*. Juniper Hall Field Centre. 2s. 4d. post free from Box Hill Management Committee, 156 High Street, Dorking, Surrey.

This is a useful companion volume for field work in the Box Hill area.

MASSINGHAM, H.J. *The Southern Marches*. The Regional Books. Hale. 386 pp. 1952. 21s.

A special feature of this book is the critical attitude adopted by the author towards the uses to which the land is put in many parts of the area. Architecture is very fully treated. This book is not likely to be read through by any but the most advanced sixth-form pupils. It is most thought-provoking. (See pp. 285-286.)

MILLWARD, ROY. *Lancashire*. The Making of the English Landscape Series. Hodder and Stoughton. 125 pp. 1955. 16s.

A study of the Lancashire landscape, rural and urban. The text is illustrated by a wide variety of early maps and drawings. (See p. 471.)

MONKHOUSE, F.J. *The English Lake District*. British Landscapes Through Maps series. (See The Geographical Association, p. 206.)

PIPER, J. *Oxfordshire*. Shell Guides. Faber. (See pp. 394-395.)

PIPER, J., AND BETJEMAN, J. *Shropshire*. Shell Guides. Faber. (See pp. 394-395.)

SCARFE, N. *Suffolk*. Shell Guides. Faber. 120 pp. 1960. 15s.

The information given is mainly of a 'tourist' character. Numerous illustrations. (See pp. 394-395.) R.A.

SHARP, T. *Northumberland*. Shell Guides. Faber. (See pp. 394-395.)

TAVERNER, L. E. *Common Lands of Hampshire*. Hampshire County Council. 123 pp. 1958. 21s.
 A complete survey of the common lands of the county, illustrated by maps and photographs. Four folded maps in back pocket.

THOMAS, NICHOLAS. *A Guide to Prehistoric England*. Batsford. 272 pp. 1960. 30s.

VERSEY, H. C. *Geology and Scenery of the Countryside round Leeds and Bradford*. Allen and Unwin. (See p. 369.)

WEST, A., AND VEREY, D. *Gloucestershire*. Shell Guides. Faber. (See pp. 394-395.)

WOOLDRIDGE, S. W., AND GOLDRING, F. *The Weald*. New Naturalist Series, Book 26. Collins. 278 pp. 1960 (1st pub. 1952). 30s.
 A first-class geography of many aspects of the Weald, with excellent illustrative diagrams and many photographs. (See p. 472.)

WOOLDRIDGE, S. W., AND HUTCHINGS, G. E. *London's Countryside*. Methuen. 246 pp. 1956. 21s.
 An excellent book dealing with the physiography and historical geography of the Weald and London basin and giving explicit directions for a dozen walking routes together with a 'running commentary' of what is to be seen. There are forty maps and field sketches.

3. Scotland

BONE, S. *The West Coast of Scotland*. Shell Guides. Faber. (See pp. 394-395.)

CRAWFORD, O. G. S. *Topography of Roman Scotland North of the Antonine Wall*. C.U.P. 162 pp. 1949. 50s.
 The book is amply illustrated with pictures, diagrams and maps.

DEFOE, D. *A Tour through Scotland*. Peter Davies. (See pp. 387 and 483.)

FINLAY, IAN. *The Highlands*. Batsford Britain Series. Batsford. 208 pp. 1963. 25s.
 Each chapter of this book is concerned with a separate geographical area, each has its own sketch-map and it is assumed the reader will be staying in the district so information is given of things most worth seeing. There are thirty-two pages of photographs. (See p. 470.)

MACKENZIE, H. *The City of Aberdeen*. The Third Statistical Account of Scotland. Oliver and Boyd. 618 pp. 1953. 30s. (See p. 473.)

O'DELL, A. C., AND WALTON, K. M. *The Scottish Highlands and Islands*. Nelson. 353 pp. 1962. 50s.
 The second book in Nelson's Regions of the British Isles Series. (See pp. 471-472.)

SMITH, A. *The County of Fife*. The Third Statistical Account of Scotland. Oliver and Boyd. 832 pp. 1952. 30s. (See p. 473.).

SNODGRASS, CATHERINE P. *East Lothian*. The Third Statistical Account of Scotland. Oliver and Boyd. 476 pp. 1953. 30s. (See p. 473.)

STRAWHORN, J., AND BOYD, W. *Ayrshire*. The Third Statistical Account of Scotland. Oliver and Boyd. 904 pp. 1951. 30s.

Each chapter of the survey is written by a specialist, combining to provide an account of the physical basis of the county, its agriculture, mining, manufacturing industries and transport. The second half of the book gives an intimate account of the parishes of Ayrshire. (See p. 473.)

4. Wales

BOWEN, E.G. (Ed.). *Wales, A Physical, Historical and Regional Geography*. Advanced Geographies. Methuen. 528 pp. 1957. 42s.

A series of essays designed to cover all aspects of Welsh geography. Part I deals with physical aspects, Part II with historical geography. There are also special studies of language distribution, race and culture. A final section consists of an integrated series of regional studies. The standard work on Wales. An excellent book. There are 143 maps and diagrams.

BOWEN, E.G. *Wales: A Study in Geography and History*. University of Wales Press. (See p. 386.)

BROWN, E. H. *The Relief and Drainage of Wales*. University of Wales Press. 186 pp. 1960. 30s.

A finely illustrated parallel study to Wooldridge and Linton's classic geomorphological study on the South-east, covering the denudation chronology of Wales in detail. R.A.W.

DAVIES, E. AND REES, A.D. (Eds.). *Welsh Rural Communities*. University of Wales Press. 254 pp. 1960. 15s.

Four studies of aspects of geography and social anthropology in remote areas of Wales, contributed by D. Jenkins, E. Jones, T. J. Hughes and T. M. Owen. The authors themselves are intimate with their chosen areas, and the book is useful authentic sample study source material. R.A.W.

EVANS, I. L., AND ASHBY, A. W. *The Agriculture of Wales and Monmouthshire*. University of Wales Press. 280 pp. 1944. 15s.

A survey of Welsh agriculture preceding the beginning of the Second World War. The book is carefully based on statistical evidence and, although not up to date, is of value to the geography teacher.

HADFIELD, CHARLES. *Canals of South Wales and the Border*. Phoenix. 156 pp. 1960. 30s.

HOWE, G. M. *Wales from the Air*. University of Wales Press. 1957. 15s. *New edition in preparation.*

This is an excellent aerial survey of the varied landscapes of Wales. It is highly recommended as an essential supplement to the study of geography of Wales.

HOWE, G. M. AND THOMAS, P. *Welsh Landforms and Scenery*. Macmillan. 155 pp. 1963. 15s.

With reference to well-documented examples the authors describe the appearance and analyse the processes involved in the formation of the most characteristic features of the physical landscape of Wales. This book, illustrated by numerous photographs, sketch maps and block diagrams, should be of particular value to teachers and advanced students of geography. M.F.R.

HUGHES, M. E. AND JAMES, A. J. *Wales, A Physical, Economic and Social Geography*. U.L.P. 240 pp. 1961. 13s. 6d.

Detailed regional geography of Wales at sixth-form and training-college level, liberally illustrated. B.S.R.

REES, A. D. *Life in a Welsh Countryside*. University of Wales Press. 188 pp. 2nd edition 1957. 12s. 6d.

This is a study of the social and other aspects of the culture of rural Wales, based on a detailed survey of a Welsh parish, with illustrations and maps.

REES, J. F. (Ed.). *The Cardiff Region*. University of Wales Press. 1960. *Out of print.*

A survey prepared for the meeting of the British Association in Cardiff in 1960.

REES, VYVYAN. *South-West Wales*. Shell Guides. Faber. 93 pp. 1963. 15s.

Copiously illustrated, the text is concentrated on information of a 'tourist' nature pp. 394-395.) R.A.

VEREY, D. *Mid-Wales*. Shell Guides. Faber. 87 pp. 1960. 15s.

The information given is mainly of a 'tourist' character. Lavishly illustrated. (See See pp. 394-395.) R.A.

5. Ireland

EVANS, E. E. *Irish Folkways*. Routledge and Kegan Paul. 340 pp. 1957. 35s. (See p. 401.)

FREEMAN, T. W. *Ireland: Its Physical, Historical, Social and Economic Geography*. Advanced Geographies. Methuen. 555 pp. 2nd edition 1960. 45s.

A very detailed and advanced book on the geography of Ireland. The subject is divided into two parts, one dealing with the geography of the country as a whole and the other with its various regions. Although some of the numerous maps may be used in fifth forms, the bulk of the book is suitable only for sixth-form work and as a teacher's reference.

HILL, D.A. *The Land of Ulster (Belfast Region)*. Available from H.M.S.O., Chichester Street, Belfast. 7s. 6d.

O'BRIEN, KATE. *My Ireland*. Batsford Britain Series. Batsford. 200 pp. 1962. 25s. Illustrated. (See p. 470.)

6. The 'Land of Britain' Series

Under this title the Land Utilization Survey of Great Britain issued its Report. This is in ninety-two parts, one for each administrative county in England, Wales and Scotland, and a subsequent part for the Channel Islands. Each report contains an historical introduction recording how the survey was carried out in the county concerned: this is followed by an account of the physical background—geology, relief, soils and climate. The distribution of each type of utilization is analysed together with an extended treatment of land use regions. The report then details special investigations undertaken by the author and in that respect each part is different, but nearly all have accounts of land use in the past and attempt to analyse the evolution of the present pattern. The reports are illustrated with maps and diagrams and each has a statistical summary including statistics of land use since 1866. Edward Stanford Limited hold all remaining stocks of this series; when these are exhausted they will not be reprinted.

Parts 7-8, Kirkcudbright, Wigtown. 4s.

Part 14, Berwickshire. 2s. 6d.

Part 15, Caithness. 4s.

Parts 16-18, The Lothians. 4s.

Part 19, Dumfriesshire. 4s.

Parts 20-23, Renfrewshire, Lanarkshire, Dunbartonshire, Stirlingshire. 4s.

Parts 24-26, Peeblesshire, Selkirkshire, Roxburghshire. 4s.

Parts 27-30, Angus, Kincardineshire, Aberdeenshire, Fife. 10s.

Part 40, Cardiganshire. 4s.

Parts 49-50, Cumberland, Westmorland. 4s.

Part 55, Bedfordshire. 4s.

Part 56, Oxfordshire. 4s.

Part 57, Leicestershire. 4s.

Parts 58-59, Northamptonshire, Soke of Peterborough. 4s.

Part 61, Staffordshire. 4s.

Part 68, Worcestershire. 12s. 6d.

Channel Islands. 5s.

An outline Description of the first twelve 1-in. maps. 1s.

7. The Geological Survey

HANDBOOKS

British Regional Survey

Each of these Handbooks contains a systematic description of the region illustrated with sections, geological maps, drawings of fossils and pictures of typical landscape. They are most valuable for the study of the regions of Great Britain. Each Handbook contains a list of Survey papers on the area and in some cases a selected list of work carried out by geologists who are not members of the Survey. The prices given below do not include postage; obtainable from H.M. Stationery Office.

CHATWIN, C. P. *East Anglia and Adjoining Areas*. 4th edition 1961 (1st pub. 1937). 6s.

CHATWIN, C. P. *The Hampshire Basin and Adjoining Areas*. 3rd edition 1960 (1st pub. 1936). 6s.

DEWEY, H. *South-West England*. 1948. 9th imp. with minor amendments (1st pub. 1935). 6s.

EASTWOOD, T. *Northern England*. 1953. Reprint with minor emendations, 1963 (1st pub. 1935). 6s.

EDMUND, F. H. *The Wealden District*. 1954 (1st pub. 1935). 6s.

EDMUND, F. H. AND OAKLEY, K. P. *Central England*. 1947. 8th imp. with minor emendations, 1958 (1st pub. 1936). 6s.

EDWARDS, W. AND TROTTER, F. M. *The Pennines and Adjacent Areas*. 1954. 3rd imp. with minor emendations, 1961 (First edition WRAY, D. A., 1936). 6s.

MACGREGOR, A. G. *The Grampian Highlands*. 1956 (First edition READ, H. H., 1935). 6s.

MACGREGOR, M. AND A. G. *The Midland Valley of Scotland*. 1948 (1st pub. 1936). 6s.

PHEMISTER, J. *Scotland: The Northern Highlands*. 3rd edition 1960 (1st pub. 1936). 6s.

POCOCK, R. W. AND WHITEHEAD, T. H. *The Welsh Borderland*. 1948. 8th imp. with minor amendments, 1961 (1st pub. 1935). 6s.

PRINGLE, J. *The South of Scotland*. 1948. 6th imp. with minor amendments, 1961 (1st pub. 1935). 6s.

PRINGLE, J. AND GEORGE, T.N. *South Wales*. 1948. 8th imp. with minor emendations, 1961 (1st pub. 1937). 6s.

RICHEY, J.E. (revised MACGREGOR, A.G. AND ANDERSON, F.W.). *Scotland: The Tertiary Volcanic Districts*. 3rd edition 1961 (1st pub. 1935). 6s.

SHERLOCK, R.L. *London and Thames Valley*. 3rd edition 1960 (1st pub. 1935). 6s.

SMITH, B. AND GEORGE, T.N. *North Wales*. 3rd edition 1961 (1st pub. 1935). 6s.

WELCH, F.B.A. AND KELLAWAY, G.A. *Bristol and Gloucester District*. 8th edition with minor amendments 1961 (First edition CROOKALL, R., 1935). 6s.

WILSON, V. *East Yorkshire and Lincolnshire*. 1948. 6s.

OTHER PUBLICATIONS OF THE GEOLOGICAL SURVEY

Unfortunately most pre-war publications are out of print owing to loss of the complete stock by enemy action. The following are the post-war memoirs of economic importance.

DINES, H.G. *The Metalliferous Mining Regions of South-West England*. Vols. I and II. 1956. £5. 5s.

DUNHAM, K.C. *Fluorspar*. 1952.

DUNHAM, K.C. *Geology of the Northern Pennine Orefield*. Vol. I: Tyne to Stainmore. 17s. 6d.

EDWARDS, W. *Concealed Coalfields of Yorkshire and Nottinghamshire*. 1951 (1st pub. 1913). 23s.

HOLLINGWORTH, S.E. AND TAYLOR, J.H. *The Mesozoic Ironstones of England*. The Northampton Sand Ironstone: Stratigraphy, Structure and Reserves. 1949. 17s. 6d.

ROBERTSON, T., SIMPSON, J.B., AND ANDERSON, J. *The Limestones of Scotland*. 1949. 20s.

TAYLOR, J.H. *The Mesozoic Ironstones of England*. Petrology of the Northampton Sand Ironstone Formation. 12s. 6d.

TROTTER, F.M. *Geology of the Forest of Dean Coal and Iron-Ore Field*. 1942. 6s. 4d.

WHITEHEAD, T.H., ANDERSON, W. AND WILSON, V. *The Mesozoic Ironstones of England. The Liassic Ironstones*. 1952. 25s.

Lists of other Geological Survey memoirs (sheet memoirs, memoirs dealing with water supply) can be obtained from the Stationery Office.

THE BRITISH COMMONWEALTH OF NATIONS

FAWCETT, C.B. *A Political Geography of the British Empire*. U.L.P. 409 pp. 1933. *Out of print*.

A sound geographical study based very largely on the evidence of maps, with a number of illustrative diagrams.

EUROPE, GENERAL

1. Textbooks

BIROT, P., AND DRESCH, J. *La Méditerranée Occidentale* and *La Méditerranée Orientale et le Moyen*. Orbis series. Presses Universitaires de France. Vol. I. 552 pp. Vol. II, 526 pp. 1953-56. 21.20 and 18.80 new French francs.

A modern survey of the Mediterranean Region and the Middle East by the two French specialists on this part of the Old World. There are a large number of maps, diagrams and illustrations. Volume I deals with physical and human geography, the Iberian peninsula, Italy and North Africa; Volume II deals with the Balkans, Asia Minor, the Arab Middle East, and the trade of the Mediterranean.

EGLI, EMIL. (Ed. Muller, H. R., trans. Osers, E.). *Europe from the Air*. Harrap. 228 pp. 1959. 63s.

This is a collection of over 180 excellent photographs (including twenty from the British Isles), covering a wide range of subjects, physical and cultural. Eleven photographs are in natural colour. E.R.G.

GEORGE, P., AND TRICART, J. *L'Europe Centrale*. Tome I. Géographie Physique et Humaine. Tome II. Les Etats. Orbis series. Presses Universitaires de France. 753 pp. 1954. 12 and 18 new French francs.

An advanced study of Central Europe, serving to bring up to date the classic works of de Martonne and Demangeon. The first volume is excellent and there are a large number of references as well as maps and photographs. The second volume, on political geography, suffers from bias where the countries beyond the 'Iron Curtain' are concerned. The chapter on Germany, East and West, is particularly useful and presents material not easily available elsewhere.

HOFFMAN, G.W. (Ed.). *A Geography of Europe*. Methuen. 826 pp. 2nd edition 1961 (1953). 75s.

This 2nd edition of a standard work, extensively revised and rewritten, is invaluable. There are numerous illustrations, eighty maps and thirty-one tables. M.S.

HOUSTON, J. M. *A Social Geography of Europe*. Duckworth. 271 pp. 1963 (1st pub. 1953). 25s.

After a survey of the development and scope of human geography the author makes valuable studies of rural and urban geography in Europe. Finally there is a discussion of the geographical interpretation of population data. A very good bibliography is included.

KIMBLE, G. H. T., AND GOOD, D. *Geography of the Northlands*. American Geographical Society and John Wiley and Sons, New York. Chapman and Hall, London. 534 pp. 1955. 70s. (See p. 451).

KUBIENA, W. L. *The Soils of Europe*. Allen and Unwin (Murby). 318 pp. 1954. 75s.

A detailed, scientific description of each of the soil types of Europe. There are fifty-five soil profiles.

LABORDE, E. D. *Western Europe*. Advanced Geography Series. (3rd edition.) U.L.P. 292 pp. 1961. 20s.

Excellent straightforward sixth-form text, with clear, well chosen photographs. There are many illustrations and maps, and the 3rd edition has an 8-page addenda.

MACKINDER, THE RT. HON. SIR HALFORD. *Lands Beyond the Channel*. Elementary Studies in Geography and History. Philip. 320 pp. 1928 (14th edition). *Out of print*.

This is a descriptive geography of Europe and the Mediterranean countries of Asia and Africa, with many maps and illustrations. It describes the region first and then historical movements that have taken place within it. An excellent book for teachers for matter and method. (See p. 471)

MEAD, W. R. *An Economic Geography of the Scandinavian States and Finland*. U.L.P. 302 pp. 1959. 42s. (See p. 397.)

MONKHOUSE, F. J. *A Regional Geography of Western Europe*. Geographies for Advanced Study. Longmans. 726 pp. 1959. 60s.

Western Europe is defined as France, Belgium and the Netherlands. The regional geography is fully described under three main headings: the Lowlands, the Hercynian Uplands and the Fold Mountains. The physical sections assume a fairly considerable understanding of principles. VI forms would have to be encouraged to exercise selection. One doubts whether they could or should assimilate all the facts presented. The book is mainly valuable for the University student. The photographs are clear and the maps good. (See p. 471.)

NEWBIGIN, MARION I. *Frequented Ways*. Constable. 330 pp. 1922. *Out of print*.

This is a literary study of selected regions of Europe and Britain, ranging from the Scottish Highlands to Canton Valais. Although written many years ago, the

book has withstood the test of time. It contains some first-class geography of the areas it treats and gives the artistic reactions to landscape of an eminent geographer.

NEWBIGIN, MARION I. *Southern Europe*. Advanced Geographies. Methuen. 404 pp. 1952 (1st pub. 1932). 35s.

This is an advanced textbook on the regional geography of the Mediterranean countries of Europe and of the Alpine lands. It is difficult reading and the treatment is mainly physical. There are a number of maps and diagrams. The original book was revised in 1949.

O'DELL, A.C. *The Scandinavian World*. Geographics for Advanced Study. Longmans. 549 pp. 1963 (1957). 56s.

A physical and historical introduction is followed by sections on regional and economic geography. Of the 308 pages on regional geography, nearly 100 are on Greenland, Iceland, the Faroes and Norway's Arctic islands. The book is wide in scope and contains a considerable amount of detail. There are both large- and small-scale maps, diagrams and photographs. (See pp. 427 and 471.)

POUNDS, N.J.G. *Europe and the Mediterranean*. McGraw-Hill. 440 pp. 1953. 66s.

This is an up-to-date textbook and provides a sound treatment of the essentials of the geography of the countries of Europe and the Mediterranean lands. It has many good maps and illustrations, and also very good bibliographies following each chapter.

POWRIE, P.J. AND MANSFIELD, A.J. *North-West Europe*. Harrap. 1st. pub. 1959. *New edition in preparation*. About 528 pp.

The emphasis is on economic geography. Each country, or group of countries, is dealt with under topics. A distinction is made between East and West Germany when dealing with economic topics. The British Isles is excluded from the book, but Finland is included with Scandinavia. E.R.G.

ROBINSON, H. *The Mediterranean Lands*. Advanced Level Geography, Book II. University Tutorial Press. 468 pp. 1960. 21s.

In this book the Mediterranean lands are treated regionally under three headings: (a) Southern Europe (b) The Near East (c) North Africa; with a certain amount of intentional repetition of the material in Part I which covers various aspects of their general geography. The deliberately simple maps encourage the use of a good atlas. Excellent photographs supplement the factual text and reading references are suggested as sources of 'local colour'. This book fulfils the author's intention of providing a sound summary for sixth-form Advanced Level candidates. (See p. 470.) J.F.H.

SHACKLETON, MARGARET R. *Europe: A Regional Geography*. Longmans. 525 pp. Latest reprint 1962 (1st pub. 1934). 37s. 6d. 7th edition in preparation.

This standard textbook for the preparation of candidates for the Advanced Level Certificate papers on Europe is also suitable for university and training college work. It contains abundant illustrations and maps.

SIEGFRIED, A. (trans. D. Hemming). *The Mediterranean*. Cape. 221 pp. 1948. 16s.

The lands surrounding the Sea as well as the structure and broad physical features of the whole Mediterranean region are discussed. The later chapters deal with the

human geography with special reference to economic resources, industry and trade. The conclusion deals with political aspects of the region in relation to its world position. This is a book to be read critically and with caution, yet offering useful ideas. The original French edition is much to be preferred to the translated version.

SOMME, A. (Ed.). *A Geography of Norden*. Heinemann. 363 pp. 1961. 63s.

This is a standard work on the geography of this region, covering Denmark, Finland, Iceland, Norway and Sweden. It is highly authoritative, having been written by the leading geographers of the countries concerned. The first part of the book is devoted to seven chapters dealing with the concept of Norden as a geographical unity. The main body of the text is devoted to the geology, topography, climate, vegetation, occupations and settlement of each country in turn. Much up-to-date economic information is given in the form of clear maps and diagrams. A series of fifty-seven carefully chosen photographs and thirteen large coloured maps are included. R.A.

STAMP, L. DUDLEY. *Europe and the Mediterranean*. A Regional Geography for Advanced and Scholarship Courses, Part V. Longmans. (See p. 472.)

UNSTEAD, J. F. *Europe*. A Systematic Regional Geography, Vol. II. U.L.P. (See p. 473.)

VALKENBURG, S. V., AND HELD, C. C. *Europe*. Chapman and Hall (Wiley, New York). 826 pp. 1952 (1st edition, Valkenburg and Huntington, 1948). 60s.

This volume embodies many of Ellsworth Huntington's ideas of the first edition and provides a stimulating approach to the regional geography of the countries of Europe.

WAY, R. *A Geography of Spain and Portugal*. Advanced Geographies Methuen. 362 pp. 1962. 42s.

An up-to-date work by someone who has travelled widely in Iberia. It has sixty-eight illustrations and fifty-seven maps. M.S.

WILKINSON, H. R. *Maps and Politics*. Liverpool Studies in Geography. Liverpool University Press. (See p. 391.)

2. Library Book

HYDE, M. *Arctic Whaling Adventures*. O.U.P. 126 pp. 1955. 8s. 6d.

A collection of stories about whales and whaling taken from first-hand accounts (e.g. Hakluyt Society Publications). The stories contain accurate information about the whale and about the environment in which it lives. The book would have a strong appeal to boys. There are thirty-seven illustrations and one or two maps.

COUNTRIES OF EUROPE

CHOLLEY, A., CLOZIER, R., AND DRESCH, J. *La France: Métropole et Colonies*. Enseignement Secondaire: Nouveau Cours de Géographie. 499 pp. Baillière, Paris. 1948 (1st pub. 1936).

This is a useful book for older pupils who can read French, and especially for teachers.

The Countries of Europe. Batsford. (See p. 293.)

CVIJC. *La Péninsule Balkanique*. Paris. 1918.

A classic reference book on the Balkan countries, in French.

DEMANGEON, A. *Belgique: Pays-Bas, Luxembourg*. Géographie Universelle, Tome II. Armand Colin. 250 pp. 1927.

A detailed geography of the Low Countries. As with the other books of this series the illustrations and maps are most valuable to teachers.

DE MARTONNE, E. *Europe Centrale*. Géographie Universelle, Tome IV. Armand Colin. 375 pp. 1931.

A classic work giving a clear analysis of the chief geographical features which builds up at the same time a vivid synthetic picture of each of the regions of Switzerland, Austria, Hungary, Czechoslovakia, Poland, and Roumania. No less valuable is the treatment of economic geography. Maps and illustrations are of a high order.

DE MARTONNE, E. (Trans. H. C. Brentnall). *Geographical Regions of France*. Heinemann. 236 pp. 2nd edition 1948, rep. 1962 (1st pub. 1933). 10s. 6d.

Although this excellent book does not cover all regions of France, no essential or distinctive feature has been omitted. It explains the many different aspects of landscapes by emphasizing the basic physical features. It urges the importance of investigation in the field, and presents a useful picture of the French countryside.

DE MARTONNE, E., AND DEMANGEON, A. *La France*. Tome I: France Physique. Tome II: France Economique et Humaine. Géographie Universelle, Tome VI. Armand Colin. Vol. I. 463 pp. Vol. II. 899 pp. 1947 and 1946.

Monumental works of reference by two of the masters of the French schools of physical and human geography. These are the last and appropriately the most detailed contributions to this series.

DICKINSON, R. W. *Germany*. Advanced Geographies. Methuen. 742 pp. 2nd edition 1961 (1953). 65s.

This is a sound volume covering in detail all aspects of German geography. Chapter 15 has been rewritten, maps revised and bibliography and statistics brought up to date. There are thirty-two illustrations and 121 maps. M.S.

ELKINS, T. H. *Germany*. Advanced Geography. Chatto and Windus. 272 pp. 1962. 12s. 6d. (See p. 342.)

EVANS, E. ESTYN. *France*. Advanced Geography. Chatto and Windus. 184 pp. 1959 (1st pub. 1937). 8s. 6d.

The physical and regional geography of France is studied together with its historical background. This book can be recommended for fifth- and sixth-form work in the secondary grammar school, for students of French and history as well as of geography. In ninth impression some statistics have been brought up to date and footnotes have been added commenting on some post-war developments. (See p. 342.)

FIRTH, A. *French Life and Landscape*. Elek. Two vols.: 1950, 1953. 10s. 6d. each vol. Vol. I. Paris and the North, 132 pp. Vol. II. Southern France, 148 pp.

A descriptive account of Paris and northern France with much information of value to the older forms of grammar schools, excellently illustrated with many significant photographs.

FISHER, W. B., AND BOWEN-JONES, H. *Spain—A Geographical Background*. Advanced Geography. Chatto and Windus. 222 pp. 1958. 10s. 6d.

This is a well-written textbook. Its selection of facts and its treatment of the main geographical aspects of Spain are masterly. The study of the regions (with sketch-maps) is exceptionally well balanced and most useful. It is divided into three parts: Part I, The Physical Basis; Part II, The Human Background; Part III, Regional Geography. It has eighteen maps, ten good illustrations, and a short reading list is given. (See p. 342.)

FLEURE, H. J. *French Life and its Problems*. Hachette. 143 pp. 1945 (1st pub. 1943). 4s. 6d.

An excellent book for all students of France, the French people and their language. The treatment is partly historical, with illuminating chapters on the Roman heritage, the peasantry, towns and townsfolk. There are a few maps and illustrations.

HOUSTON, J. M., with contributions by J. ROGLIC AND J. I. CLARKE. *The Western Mediterranean World*. Geographies for Advanced Study. Longmans. 1964. 63s. approx. *In preparation*.

The authors have succeeded in presenting a vast range of geographical material in an assimilable form. This is undoubtedly the fullest and most competent work on the Mediterranean yet published in English since Newbiggin. (See p. 471.) H.J.S.

MEAD, W. R. *Farming in Finland*. Athlone Press. 248 pp. 1953. 30s.

As the author indicates, this is a descriptive study of the geography of Finnish farming. It is a readable book and every aspect of the farmland and its changes is examined. There are many maps and useful diagrams. The second chapter, on the physical background (including climate), is a valuable study, and in the studies of the aspects of the husbandry there is a wealth of illuminating detail.

MONKHOUSE, F. J. *The Belgian Kempenland*. Liverpool Studies in Geography. Liverpool University Press. 257 pp. 1949. 17s. 6d.

The book opens with two chapters on the physical background. Next, the course of agriculture and afforestation is traced, together with the changes in land use throughout the century following 1846. Subsequent chapters are devoted to the exploitation of the coalfield, development of industries and of communications, population and settlement. There is a useful bibliography, maps and plans. (See p. 471.)

MUTTON, A.F.A. *Central Europe. Geographies for Advanced Study.* Longmans. 475 pp. 1961. 60s.

The definition of Central Europe includes Czechoslovakia and the Benelux countries in addition to Germany, Austria and Switzerland. After a physical and human introduction the countries are treated regionally. The regional descriptions are enlivened by a few field sketches and a number of excellent photographs. H.J.S.

O'DELL, A.C. *The Scandinavian World.* Longmans Geographies for Advanced Study. Longmans. 549 pp. 1963 (1957). 56s.

A comprehensive survey of Northern Europe in its widest sense, divided into three sections: Physical and Historical; Regional; Economic. There are a large number of maps, diagrams and photographs and the author writes from first-hand knowledge of the countries described. (See pp. 423 and 471.)

ORMSBY, HILDA. *France: A Regional and Economic Geography.* Advanced Geographies. Methuen. 525 pp. 1950 (1st pub. 1931). 50s.

A detailed regional study of France, with supplementary chapters on agriculture, industries and communications. The second edition contains a new appendix on economic conditions, 1939-47, and statistics revised up to 1938. There are 103 maps and diagrams.

POUNDS, N.J.G. *The Economic Pattern of Modern Germany.* Murray. 133 pp. 1963. 18s.

Deals almost exclusively with the Federal Republic of Western Germany. E.R.G.

POUNDS, N.J.G., AND PARKER, W.N. *Coal and Steel in Western Europe.* Faber. 381 pp. 1957. 45s.

An economic history of the coal and steel industry in Western Europe since the eighteenth century, with special reference to the Benelux countries and Germany. There are many references and a few maps.

Readings in the Geography of France, Germany, Flanders and the Netherlands. Reprint Series, No. 1. American Geographical Society. 345 pp. 1943.

Readings in the Geography of the Mediterranean Region. Reprint Series, No. 2. American Geographical Society. 414 pp. 1943.

Selections of articles on these countries reprinted from *The Geographical Review.*

VORREN, Ø AND MANKER, E. (Trans. from Norwegian by Kathleen McFarlane). *Lapp Life and Customs: A Survey.* O.U.P. 183 pp. 1962. 38s.

A scholarly, but straightforward and comprehensive survey of the Lapps. The price is high but the authors are experts and this is a first-class book, excellently illustrated, and finely produced. C.E.F.

WALKER, D.S. *A Geography of Italy.* Methuen. 256 pp. 1958. 30s.

A comprehensive textbook on Italy, dealing with its regional and economic geography, as well as with its history and physical background. There are a number of maps and photographs. (See p. 466.)

WALKER, D.S. *The Mediterranean Lands*. Methuen. 524 pp. 1960. 30s. school edition.

A well-illustrated account of those countries possessing a coastline on the Mediterranean, but the main emphasis lies on the European Mediterranean peninsulas and islands. Intended primarily for sixth forms. M.S.

WHITE, FREDA. *Three Rivers of France*. Faber. 232 pp. 1962 (1st pub. 1952). 25s. Paperback edition. 1963, 10s. 6d.

This is an introduction to the Dordogne Valley, the Lot and the Tarn. It is written mainly for the tourist and contains very good descriptive writing with some detail on towns and places of historical interest. A large proportion of the excellent photographs are of buildings and monuments.

U.S.S.R.

BALZAK, S.S. (Ed.). *Economic Geography of the U.S.S.R.* Collier-Macmillan, 620 pp. 1950. 80s.

A translation of the standard Soviet text, with statistical data up to 1938. The book contains eighty-three maps.

JORRE, G. *The Soviet Union*. (Trans. E. D. Laborde). *Geographies for Advanced Study*. Longmans. 372 pp. 1961 (1st pub. 1950). 48s.

This is perhaps the best textbook available in English dealing with that part of eastern Europe which falls within the Soviet Union. It covers the physical setting, the expansion of Russia, economic changes, and the major natural regions. Maps, diagrams, and many photographs are included. (See p. 471.)

KERNER, R.J. *The Urge to the Sea*. California University (C.U.P.) 1946. XVIII + 212 pp. 40s.

A well-documented yet brief account of the beginnings of Russian colonization of Siberia. It is accompanied by maps and reproductions of old engravings. Much reference is made to the fur trade.

KRYPTON, CONSTANTINE. *The Northern Sea Route and the Economy of the Soviet North*. A study of the Research Programme of the U.S.S.R., New York. Methuen. 219 pp. 1956. 25s.

A scholarly account of the scientific and technological advances which have increased the importance of the Soviet Arctic, the book contains much of great interest as background to modern development of the frozen north.

MIROV, N.T. *Geography of Russia*. Wiley, New York. 362 pp. 1951. 59s.

This is very valuable for its regional approach and its descriptions, especially of the relief, structure and natural vegetation.

SHABAD, T. *Geography of the U.S.S.R.* O.U.P. 584 pp. 1951. 68s.

This is an up-to-date treatment of the geography of the U.S.S.R. on a regional basis. It is a mine of information on the recent developments in agriculture, mining and manufacturing industries.

THIEL, E. *The Soviet Far East: A Survey of its Physical Economic Geography*. Advanced Geographies. Methuen. 388 pp. 1957. 35s. A detailed account of the geology, climate, agriculture, forestry, industry and trade of that area of U.S.S.R. which lies between Lake Baikal and the Pacific Ocean. There are thirty-eight maps.

ASIA

ALLEN, G.C., AND DONNITHORNE, A.G. *Western Enterprise in Indonesia and Malaya*. Allen and Unwin. 321 pp. 1957. 30s.

A study of the economic development of Indonesia and Malaya and the parts played by Western firms and governments in their development. Useful statistical appendices and one map.

BLANCHARD, R. *Asie Occidentale*. Géographie Universelle, Tome VIII. Armand Colin. 394 pp. 1929.

A geography of western Asia and the high interior of Asia which incorporates the results of contemporary research. It treats regionally Asia Minor, Armenia, Arabia, Syria, Mongolia and Tibet, and has all the excellent characteristics of this series—well-executed maps, beautiful illustrations and a useful bibliography.

CABLE, MILDRED, AND FRENCH, FRANCESCA. *The Gobi Desert*. Hodder and Stoughton. 304 pp. 1947 (1st pub. 1943). 18s.

One of the best travel books on Central Asia. The detailed descriptions of journeys undertaken by the authors in Mongolia and Sinkiang are beautifully written, and they give an accurate picture of the landscapes, peoples and customs of those areas in the late 'thirties. There are three coloured plates, forty-eight half-tone illustrations and two maps.

CARRUTHERS, D. *Beyond the Caspian*. Oliver and Boyd. 309 pp. 1949. 12s. 6d.

A travel book describing first-hand experiences in a little-known region. The author gives a lively account of the natural conditions and, incidentally, the people in the area round Bukhara and Samarkand which he visited before the Second World War.

CRESSEY, G.B. *Asia's Lands and Peoples*. McGraw-Hill, New York. 622 pp. 3rd edition 1963. (1st pub. 1944). 77s.

A useful and authoritative compendium of data on the physical and human geography of Asia, designed to serve as a basis for better international understanding. The book has maps, illustrations, a bibliography and an index.

DOBBY, E.H.G. *Monsoon Asia. A Systematic Regional Geography*, Vol. V. U.L.P. 381 pp. 1961. 27s. 6d.

Full regional cover at sixth-form and first-year university level. B.S.R.

DOBBY, E.H.G. *Senior Geography for Malayans*. U.L.P. 368 pp. 1957 (1st pub. 1955). 12s. 6d.

A comprehensive textbook comprising an introductory section on general physical and human geography, followed by a detailed treatment of Malaya. The sections on Malaya and Singapore supply very valuable detail for sample studies. The book is illustrated by half-tone pictures, diagrams and maps.

DOBBY, E. H. G. *South-East Asia*. U.L.P. 416 pp. 1961 (7th edition). 21s.

A valuable advanced text dealing with the geography of the whole of South-east Asia. Part I consists of five chapters on the natural landscape and includes an excellent section on tropical soils. The sixteen chapters of Part II are devoted to the regional geography of the several countries, while in Part III there are four chapters on the human, economic and political geography of the region as a whole. There are 120 figures, including many excellent land-use maps, and a useful bibliography.

EAST, W. G., AND SPATE, O. H. K. (Eds.) *The Changing Map of Asia: A Political Geography*. Methuen. 456 pp. 4th edition. 1961 (1950). 36s.

This is a revised edition of a work which first appeared in 1950, containing contributions from Mr Charles A. Fisher, Mr Walter Fogg, Mr R. R. Rawson, the late Dr H. J. Wood, as well as from the editors. New material and more recent statistics have been added. It is an indispensable book for the study of Asia.

Economic Survey of Asia and the Far East 1950. H.M.S.O. (Department of Economic Affairs, United Nations, New York). 534 pp. 1951. 27s. 6d.

This publication is a mine of information on the economic development of Asia and the Far East. Part I contains chapters on natural resources, movements of population, demographic trends, man-power and employment, national income, and planning for economic development. In Part II there are chapters on food and agriculture, mining and industry, transport, trade and public finance.

THE ECONOMIST CORRESPONDENTS. *Consider Japan*. Duckworth. (See p. 395.)

FISHER, C. A. *South-East Asia*. Methuen. 831 pp. 1964. 84s.

A major work of scholarship likely to become a standard source on Burma, Thailand, Laos, Cambodia, North and South Vietnam, Malaysia, Indonesia and the Philippines. Numerous maps and statistical tables, well written and produced.

M.S.

GINSBURG, NORTON. (Ed.). *The Pattern of Asia*. Constable. 929 pp. 1959. 70s.

The book emphasises the changing political and economic geography of the continent and illustrates the various problems and potentials of the countries which make up Asia. There are 161 photographs, five plates and thirty-six maps.

GRANT, C. P. *The Syrian Desert*. Black. 426 pp. 1937. 25s.

A detailed, scholarly account of travel across the Syrian desert from ancient to modern times, including chapters on merchant caravans, eighteenth-century travel, eleven countries of postal service, the era of mechanical transport, and in particular, motor transport across the desert, air services and the oil pipe-lines. There are maps, illustrations and a very valuable bibliography.

HODDER, B. W. *Man in Malaya*. U.L.P. 140 pp. 1959. 12s. 6d.

Human geography with useful detail. B.S.R.

JIN-BEE, O. *Land, People, Economy in Malaya*. Geographies for Advanced Study. Longmans. 1963. 45s.

A discussion of the physical geography of Malaya is followed by an account of the distribution of population. The chapter on agricultural economy, the most comprehensive analysis, is the major part of the book. Mining and industry are also covered. There are some large-scale maps illustrating settlement. The author's intimate knowledge of the country adds much to the value of the book. (See p. 471.) H.J.S.

KIMBLE, G. H. T., AND GOOD, D. *Geography of the Northlands*. American Geographical Society and John Wiley and Sons, New York. Chapman and Hall, London. 534 pp. 1955. 70s. (See pp. 451.)

PETERSON, A. D. C. *The Far East: A Social Geography*. Duckworth. 336 pp. 1957. 25s.

In his geographical interpretation the author has made full use of his first-hand knowledge of social, political and economic changes which are taking place in South-east Asia and the Far East. This is a useful introductory text for sixth-form students, and contains forty-three well-chosen photographs and twenty-five sketch-maps.

PICKLES, T. *Asia and European Russia*. Dent. 240 pp. 1960 (1st pub. 1954). 5s. 6d.

This book gives a sound treatment with the right selection of detail and emphasis. One of its valuable features is the treatment of Soviet Russia, and it is also up to date in its study of India and Pakistan. The maps are very useful. (See pp. 291, 298 and 302.)

RAWSON, R. R. *The Monsoon Lands of Asia*. Hutchinson Advanced Geographies. Hutchinson. 256 pp. 1963. School edition 18s., library edition 30s.

Eight chapters are devoted to the general geography of the whole area but the bulk of the book is concerned with a more detailed regional treatment. The text is illustrated by clear sketch-maps and photographs. The treatment is both interesting and topical. (See p. 471.) R.A.

ROBEQUAIN, C. (Trans. E. D. Laborde). *Malaya, Indonesia, Borneo and the Philippines*. Geographies for Advanced Study. Longmans. 466 pp. 1954 (reprinted 1961). 48s. 6d.

An authoritative and up-to-date work by the leading French scholar of colonial geography. (See p. 471.)

SPENCER, J. E. *Asia East by South*. Chapman and Hall (John Wiley, New York). 453 pp. 1954. 72s.

A comprehensive account of the physical background and particularly the cultural development of the peripheral countries of Asia from India to Japan. There are useful distribution maps and statistical tables.

STAMP, L. D. *Asia: Advanced Geographies*. Methuen. 748 pp. 1962 (1st pub. 1929). 60s.

The 11th edition of a standard work with numerous maps and diagrams.

STAMP, L. DUDLEY. *Asia. A Regional Geography for Advanced and Scholarship Courses, Part IV*. Longmans. (See p. 472.)

TILMAN, H. W. *Two Mountains and a River*. C.U.P. (See p. 333.)

CHINA, JAPAN AND TIBET

ADLER, S. *The Chinese Economy*. Routledge and Kegan Paul. 288 pp. 1957. 30s.

A useful account of China's agricultural and industrial growth since 1949 based mainly on statistical sources and observation as the American member of war-time committee in the Chinese Treasury. Hardly any appreciation of the geographical background to production but a valuable collection of facts and figures about recent economic trends. There are two end-paper maps, one of resources and the other of communications.

CRESSEY, G. B. *Land of the 500 Million: A Geography of China*. McGraw-Hill. 387 pp. 1955. 74s.

A standard textbook on China.

EMBREE, J. F. *A Japanese Village: Suye Mura*. Routledge and Kegan Paul. 268 pp. 1946. 21s. *Out of print*.

There will be found in this book all the material for a sample study of a village situated on the island of Kyushu. Chapter II is especially valuable. A most useful collection of illustrations is included.

FEI, H.-T., AND CHANG, T. *Earthbound China*. Routledge. 319 pp. 1948. 20s.

A most useful source book which provides the material for the sample study of three villages in Yunnan.

FEI, H.-T. *Peasant Life in China*. Routledge. 326 pp. 1939. 30s.

This valuable book provides all the geographical facts for a sample study of a Chinese village in the Yangtse-Kiang Valley.

GREENE, F. *The Wall has Two Sides*. Cape. 432 pp. 1963 (1st pub. 1962). 30s.

An account of conditions in China based on visits in 1957 and 1960 with a note on more recent events. A record of places and people encountered giving vivid glimpses of recent conditions in town and country. E.E.E.T.

HSIEN, T. *A North China Rural Community*. Institute of Pacific Relations, New York. 472 pp. 1954.

A sociological survey which provides the material for sample study of a North China village in Hopei province. A map of the village is given.

KING, F. H. *Farmers of Forty Centuries, or Permanent Agriculture in China, Korea and Japan*. Cape. 379 pp. 1949 (1st pub. 1927). 25s.
An interesting, readable and detailed account of farming and irrigation.

LATTIMORE, O. *Inner Asian Frontiers of China*. American Geographical Society. 585 pp. 1951 (1st pub. 1940).

This scholarly study in political geography describes and explains the evolution of China Proper and Greater China from their beginnings in Bronze Age times. While the book is too advanced for all but the most exceptional sixth-form students, it is probably the best piece of geographical writing on China which has yet appeared.

MURPHEY, R. *Shanghai*. O.U.P. 232 pp. 1954. 36s.

An authoritative study of Shanghai as a port and its hinterland.

NASU, S. *Aspects of Japanese Agriculture*. Institute of Pacific Relations, New York. 167 pp. 1941.

A compilation and analysis of statistics from official Japanese sources, chiefly covering the ten-year period from 1926 to 1935. This work constitutes both a revised edition of the author's *Land Utilisation in Japan* (1929) and an interim report on a more comprehensive study undertaken by him for the Institute of Pacific Relations. The book includes statistical tables.

SHEN, T. H. *Agricultural Resources of China*. Cornell University Press. 407 pp. 1951. 40s.

This is a detailed study which examines the growing of crops on a regional basis and also deals with each crop for the whole of China. It has a valuable chapter on water control.

SION, J. *Asie des Moussons: Chine-Japon*. Géographie Universelle, Tome IX, i. Armand Colin. 272 pp. 1928.

A book of outstanding geographical value, with excellent illustrations.

SMITH, GUY-HAROLD, AND GOOD, DOROTHY. *Japan: A Geographical View*. American Geographical Society, New York. 104 pp. 1943.

This is a small volume which brings compactly together information about the strategic position, physical geography, resources, population, industries, trade and territorial expansion of Japan as it was in 1941.

TREWARTHA, G. T. *Japan: A Physical, Cultural and Regional Geography*. Methuen. 607 pp. 1948. 65s.

A source of excellent pictures for work with classes on Asia, and of sample studies for lessons on Japan. In addition to basic geographical material, this book gives an overall picture of living conditions, culture and trends of the Japanese people. It is most readable, profusely illustrated, and contains many maps and tables.

INDIA, CEYLON AND PAKISTAN

COOK, ELSIE K. *Ceylon*. Macmillan. 372 pp. 1951 (1st pub. 1931). 17s. 6d.

A sound, useful and comprehensive study.

DE GOLISH, VITOLD. *Primitive India*. Harrap. 152 pp. 1954. 30s.

This book describes, with eighty photographs in colour and black-and-white and descriptive text, four primitive tribes of India—the Todas, the Gadabas, the Bondos and the Kanis. Useful to borrow from the public library.

GRIFFITHS, P. *Modern India*. Benn. 288 pp. 1962 (1st pub. 1957), 30s.

Of interest to the student of Historical and Political affairs. There are three sections—(1) Historical Background (includes chapters on religions); (2) Independent India: Political Affairs; (3) Independent India: Economic Affairs. The last section is of interest to geographers. Useful account of progress in agriculture and industry. One map.

MUKERJEE, RADHAKAMAL. *The Culture and Art of India*. Allen and Unwin. 448 pp. 1959. 50s.

Illustrated with fifty-four half-tones and four maps.

PANIKKAR, K.M. *India and the Indian Ocean*. Allen and Unwin. (See p. 381.)

SION, J. *Asie des Moussons: Inde, Indochine, Insulinde*. Géographie Universelle, Tome IX. ii. Armand Colin. 275 pp. 1929.

For the geography of Indo-China and the East Indies this book is especially valuable, since it contains a systematic treatment on regions for which there is little available material.

SPATE, O.H.K. *India and Pakistan*. Advanced Geographies. Methuen. 866 pp. 1957 (1954). 90s.

Much sociological detail is included in this book which makes very sound reading. It also has reliable, up-to-date information on the land, the people, the economy and the geographical regions in India and Pakistan, which makes it a necessary book for teachers and advanced geography students.

STAMP, L. DUDLEY. *India, Pakistan, Ceylon and Burma*. Reprint from 9th edition of *Asia* in Advanced Geography Series. (See p. 432.) Methuen. 244 pp. 1957. 12s. 6d.

A section of his standard work on Asia extracted for convenience since these are areas normally taught. (See pp. 301, 465 and 470.)

THE MIDDLE EAST

BALY, D. *Geographical Companion to the Bible*. Lutterworth. 196 pp. 1963. 35s.

The book has four sections: (1) A geographical background to the Bible, with many references; (2) An atlas of coloured maps; (3) Photographs; (4) A glossary and place names. It is a thorough treatment of the subject and good value for the price. A few of the maps are unnecessarily large, but they are all exceptionally clear. H.J.S.

FISHER, W.B. *The Middle East: A Physical, Social and Regional Geography*. Advanced Geographies. Methuen. 536 pp. 5th edition 1962 (1st pub. 1950). 50s.

A reasoned account of human life in the Middle East and of the environmental background, based on first-hand material. Some weight is given to historical considerations, the author's approach being influenced by the school of French geographers. This survey includes the Nile Valley, and also a chapter on the regional geography of Iran, the data for which is admitted to be unreliable. Some of the chapter on oil is now out of date. This book would be of use historically as well as, geographically for sixth-form pupils and also for teacher reference.

LONGHURST, H. *Adventure in Oil, the story of British Petroleum.* Sidgwick and Jackson. 286 pp. 1959. 21s. (See p. 296.)

LONGRIGG, S. H. *The Middle East: A Social Geography.* Duckworth. 292 pp. 1963. 35s.

A comprehensive account of the peoples and resources of the Middle East with some detail of each constituent country. The book is illustrated and written with the authority of first-hand information. K.M.M.

The Middle East: A Political and Economic Survey. SIR READER BULLARD. (Ed.). Royal Institute of International Affairs. 568 pp. 1958 (1st pub. 1950). 45s.

The book opens with a survey of the area as a whole, in which are described its history and politics, faiths, sects, and minorities, and economic and social problems. This is followed by chapters devoted to an analysis of the history, strategic importance, politics, social and economic structure, and religious and cultural life of Arabia, Cyprus, Egypt, Persia, Iraq, Israel, the Sudan, Syria, Lebanon, Jordan and Turkey. (See p. 472.)

RUSHBROOK WILLIAMS, L. F. *The State of Israel.* Faber. 229 pp. 1957. 21s.

An account of the geography, life and politics of modern Israel.

WARRINER, D. *Land Reform in the Middle East.* O.U.P. (for the Royal Institute of International Affairs). 1956. 21s.

A comprehensive study.

AFRICA

ABUL-HAGGAG, Y. *Physiographical Aspects of Northern Ethiopia.* Athlone Press. 153 pp. 1961. 42s.

A detailed study of the geomorphology of this region covering geology, structure, physiographic provinces and denudation chronology. R.A.

ACQUAH, I. *Accra Survey.* U.L.P. 176 pp. 1958. 50s.

A social survey of the capital of Ghana undertaken for the West African Institute of Social and Economic Research, 1953-56, containing much interesting detail about one example of urban life in Africa. Illustrated.

BARBOUR, K. M. *The Republic of the Sudan.* U.L.P. 292 pp. 1961. 42s.

A major work. Fully illustrated with diagrams and maps and of high geographical accuracy. B.S.R.

BARBOUR, N. *A Survey of North West Africa*. O.U.P. (Issued under the auspices of Royal Institute of International Affairs). 420 pp. 1959. 42s.

A study of the development of the present economic and political situation in Morocco, Algeria, Tunisia and Libya with an introduction to their geography. A book of limited usefulness except for a specialized study of the area by advanced students.

BATTEN, T. R. *Problems of African Development*. Part I: Land and Labour. 178 pp. 6s. 6d. 3rd edition. Part II: Government and People. 180 pp. 6s. 6d. Combined volume: 15s. (1st pub. 1948). O.U.P. An excellent little book for background reading.

BEAVER, S.H., AND STAMP, L. DUDLEY. *Africa. A Regional Geography for Advanced and Scholarship Courses*. Part II. Longmans. (See p. 472.)

BOATENG, E.A. *A Geography of Ghana*. C.U.P. 212 pp. 1959. School edition. 11s.

BUCHANAN, K.M., AND PUGH, J.C. *Land and People in Nigeria*. U.L.P. 264 pp. 1955. 35s.

A comprehensive and reliable work with a wealth of illustrative maps which is likely to become a standard work on Nigeria.

CHURCH, R.J. HARRISON. *West Africa. Geographies for Advanced Study*. Longmans. 543 pp. 4th edition 1963. 60s.

In this 4th edition there are considerable alterations, bringing the book up to date and reflecting the changes which have taken place since 1961. Many maps have been redrawn. (See p. 471.) H.J.S.

CHURCH, R.J. HARRISON, CLARKE, J.I., CLARKE, P.J. AND HENDERSON, H.J.R. *Africa and the Islands. An Intermediate Series*. Longmans. 480 pp. 1964. 40s.

A brief introduction and a long chapter on the physical environment are followed by accounts of peoples and their modes of life. The main part of the book is regional. There is much new material, e.g. on the resources of the Sahara and development projects in Egypt. There are some useful larger scale land-use maps, but fuller commentaries on them in the text would have been valuable. Almost twice as much space is devoted to West Africa as to South Africa and the maps of the former region are also more informative. H.J.S.

COLE, MONICA. *South Africa*. Methuen. 752 pp. 1961. 90s.

A very thorough and immensely valuable work which is likely to remain for some time the standard geographical text on South Africa. M.S.

CULWICK, A.T., AND G.M. *Ubena of the Rivers*. Allen and Unwin. (See p. 389.)

FITZGERALD, W. *Africa: A Social, Economic and Political Geography of Its Major Regions*. Advanced Geographies. Methuen. 528 pp. 9th edition 1961 (1st pub. 1934). 40s.

This edition of a standard book, revised by W. C. Brice, is intended for the first two years of a university course, but suitable for advanced students in the grammar school. Sections dealing with the physical environment and the people, both native and immigrant, are followed by regional studies. The text is accompanied by 103 maps. This edition includes special appendices drawing attention to recent changes and trends, as well as additions to the main text.

GREENER, L. *High Dam Over Nubia*. Cassell. 198 pp. 1962. 25s.

In view of the impending inundation of a large part of Nubia with the completion of the Aswan High Dam in 1970, the author gives an account of this interesting area both as it is today and also as it was seen by famous travellers in the past. There are sixty-four black-and-white photographs and two maps. K.H.N.

HAILEY, LORD. *An African Survey*. O.U.P. 1,704 pp. Revised edition 1956. £5. 5s.

This classic work on African territories in all aspects of their contemporary problems is profound in scholarship and wise in its judgments.

HERSKOVITS, M. J. *The Human Factor in Changing Africa*. Routledge and Kegan Paul. 500 pp. 1963. 50s.

The emphasis in this book is not geographical but it contains much of interest to the geographer. It deals with the cultural and social development of man, from prehistoric times up to 1960, in the setting of Africa south of the Sahara. The description is mainly in general terms with examples drawn from specific regions. It is extremely well documented, with an extensive bibliography and index. D.H.

HODGKIN, R. A. *Sudan Geography*. Longmans. 190 pp. 1951. 7s. 6d.

A description of the land and life in the main regions of the Sudan written for the first two years of Sudan secondary schools, but teachers in England will find much useful detail. There are many pictures, diagrams and maps.

HUXLEY, ELSPETH, AND PERHAM, MARGERY. *Race and Politics in Kenya*. Faber. (See p. 390.)

HUXLEY, J. *Africa View*. Chatto and Windus. 455 pp. 1931. Out of print.

This book not only contains many good descriptions of the natural vegetation and animal life of East Africa, but it also gives a wealth of interesting material on the changes that are resulting from the contact of the white and the native.

IRVINE, F. R. *A Textbook of West African Agriculture, Soils and Crops*.

O.U.P. 367 pp. 1953 (1st pub. 1944). 17s. 6d.

A sound survey of the farming of West Africa.

JARRETT, H. R. *A Geography of West Africa*. Dent. x + 173 pp. 1960 (1st pub. 1956). 7s. 6d.

The first third of the book deals with West Africa as a whole. It is a textbook for West African schools but it is of great value for the study of West Africa in our

secondary schools. Some twenty-five pages near the end deal with territory not associated with the British Commonwealth. Diagrams and sketch-maps are clear and good but on pp. 2 and 3 very dissimilar maps of Africa face one another. There are fifty-five maps.

LIGHT, R. V. *Focus on Africa*. Special Publication, No. 25. American Geographical Society, 228 pp. 1941.

A photographic record of a flight from Capetown to Cairo in the winter of 1937-38. The diversified African landscape, wild life, native farming, pioneer white settlement, soil erosion are some of the features illustrated and pointed out in the accompanying narrative.

Management and Conservation of Vegetation in Africa. Bulletin No. 41, Commonwealth Bureau of Pastures and Field Crops. 97 pp. 1951. 10s. 6d.

Authoritative studies of the distribution and characteristics of the vegetation of South Africa, East Africa, Tanganyika, Sierra Leone, Nigeria, Anglo-Egyptian Sudan and the Gold Coast. There are excellent photographic illustrations of the chief types of vegetation and valuable maps. A very full bibliography is given at the end of each chapter. (See p. 470.)

MOSHARRAFA, M. M. *A Cultural Survey of Modern Egypt*. Longmans. Part I: 52 pp. 1947. 2s. 6d. Part II: 71 pp. 1948. 5s.

An interpretation of modern Egypt's cultural background by an Egyptian. Sections deal succinctly with geography, landscape, national character, history, the legacy of ancient Egypt, European influence, and modern culture. These two booklets give useful background material; they are well illustrated with photographs and statistical tables.

MURDOCK, G. P. *Africa—Its Peoples and their Culture History*. McGraw-Hill. 456 pp. 1959. 68s.

Illustrated with maps and photographs.

PERHAM, MARGERY, AND SIMMONS, J. *African Discovery*. Faber. 280 pp. reprint of 2nd edition. 1961 (1st pub. 1942). 30s.

A valuable anthology of extracts from the writings of African explorers.

QUINN-YOUNG, C. T. AND WHITE, J. E. H. *A Handbook for Geography Teachers in West Africa*. Evans. 272 pp. 1960. 15s.

SCHWEITZER, A. *On the Edge of the Primeval Forest*. 128 pp. 7s. 6d. *More from the Primeval Forest*. 128 pp. 7s. 6d. *On the Edge of the Primeval Forest and More from the Primeval Forest*, 232 pp. 18s. Black. Very readable books with a vivid account of the results of the contact of the white and coloured people, including some discussion of tropical diseases.

SILLERY, A. *Africa, A Social Geography*. Duckworth. 256 pp. 1961. 35s.

A general picture of Africa as it was at the end of 1960. A comprehensive first-hand account, well illustrated. K.M.M.

SPOONER, F. P. *South African Predicament*. Cape. 288 pp. 1960. 21s.

A reasonably objective account by a South African of British-Afrikaans descent, of historical and economic background of racial problems. It should help to dispel uninformed comment on the present situation. E.E.E.T.

STAMP, L.D. *Africa: A Study in Tropical Development*. 568 pp. Chapman and Hall (Wiley, New York). 1953. 70s.

A geographical treatment of Africa, with special reference to the factors influencing land use.

SUGGATE, L.S. *Africa*. Harrap. 496 pp. 1963 (1st pub. 1929). 16s.

The latest edition of this well-established textbook for sixth forms has been largely rewritten, with some new maps and photographs. Recent political and economic trends are noted. There are ninety half-tone illustrations and 103 maps and diagrams.

TRACEY, L.T. *Approach to Farming in Southern Rhodesia*. U.L.P. 428 pp. 1953. (1st pub. 1945). 25s.

This technical account of farming in Southern Rhodesia provides useful local material for the geography teacher and is well illustrated.

WELLINGTON, J.H. *Southern Africa—A Geographical Study*. C.U.P. Vol. 1. Physical Geography, 528 pp. 1955. 70s. (*out of print*). Vol. 2. Economic and Human Geography, 283 pp. 1955. 35s.

A very comprehensive study of the area south of the Congo-Zambezi divide. There are seventy photographs, forty-eight tables, 121 maps in the text and eight large coloured ones in end pockets. Vol 1 is outstanding.

THE AMERICAS

STAMP, L.DUDLEY. *The Americas. A Regional Geography for Advanced and Scholarship Courses, Part I*. Longmans. (See p. 472.)

NORTH AMERICA

BAULIG, H. *Amérique Septentrionale. Géographie Universelle*. Armand Colin. Vol. I. Généralités—Canada. 315 pp. 1935. Vol. II. Etats-Unis. 324 pp. 1936.

These two volumes are authoritative, and the maps and diagrams are most useful.

CARLSON, B. *North America. Advanced Level Geography, Book IV. University Tutorial Press*. 426 pp. 1963. 21s.

Basic introductory chapters on the physical and historical geography of the continent are followed by systematic studies of the major regions of North America. Clear photographs and descriptive extracts complement a concisely informative text and recent economic statistics give useful data for comparative interpretation. (See p. 470.) J.F.H.

GRiffin, P.F., YOUNG, R.N. AND CHATHAM, R.L. *Anglo America, a Regional Geography of the U.S. and Canada. Advanced Geographies.* Methuen. 584 pp. 1963. 63s.

A major work written with the physiographic approach. The area of the United States and Canada is divided into twenty-two regions, the boundaries being as far as possible defined by physical conditions. Each region's cultural, social and economic features are examined against the physical background. There are a large number of illustrations, maps, charts and tables. M.S.

JONES, LL. RODWELL, AND BRYAN, P.W. *North America. Advanced Geographies.* Methuen. 598 pp. 1954. (1st pub. 1924). 36s.

A standard work on North America dealing in turn with historical, economic and regional geography. The latest edition is revised, with additional statistics and some account of recent geographical developments.

MARTIN, M. *O Rugged Land of Gold.* Gollancz. 256 pp. 1953. 14s.

An account of a winter in Alaska by the wife of a gold miner marooned by an accident. It reflects toughness of conditions and the isolation and the resource of the inhabitants.

MEAD, W.R. AND BROWN, E.H. *The United States and Canada.* Hutchinson Advanced Geographies. Hutchinson. 368 pp. 1962. School edition 22s. 6d., library edition 35s.

Three introductory chapters are concerned mainly with the physical geography and peopling of the continent, ten chapters with a more detailed regional treatment, and a short final chapter on political geography. The treatment is most interesting and should appeal especially to sixth-formers. There are some excellent transect diagrams and aerial photographs. Large-scale maps are used to illustrate typical relief and settlement patterns. (See p. 471.) R.A.

MILLER, G.J., AND PARKINS, A.E. *Geography of North America.* Chapman and Hall (Wiley, New York). 664 pp. 1954 (1st pub. 1928). 64s.

A standard reference book for teachers.

PARKER, W.H. *Anglo-America. A Systematic Regional Geography,* Vol. VI. U.L.P. 404 pp. 1962. 30s.

Full regional cover at sixth-form and first-year university level. B.S.R.

PATERSON, J.H. *North America. A Regional Geography.* O.U.P. 454 pp. 1962 (2nd edition). 37s. 6d.

A careful and detailed regional geography of North America. As the title indicates this is primarily a regional treatment, so that the physical background is thin, particularly climate and soils. There are twenty-four illustrations and seventy-nine maps. C.E.F.

POUNDS, N.J.G. *North America.* Murray, 230 pp. 1963 (1st pub. 1955). 18s.

This book starts with an account of the history and general geography of the continent and then from New York as a starting point it gives a vivid geographical

description of ten regional divisions, chosen to some extent on a cultural basis. There are thirty good photographs, forty-seven maps and diagrams and an extensive bibliography. It would be useful to sixth-formers and teachers in conjunction with a more stereotyped textbook of North America.

POWELL, J. W. *The Exploration of the Colorado River and its Canyons*. Transatlantic Booksellers Ltd. (W. H. Allen). 400 pp. 1961 (1st pub. 1895). 7s. 6d. paperback.

The exploration was a scientific inquiry made for geographical and geological purposes. The lavish number of illustrations as in the original edition makes the book somewhat of a museum piece. It is written in diary form and often in the present tense. It pays much attention to the Indian inhabitants of the Colorado area and is an excellent account of conditions in the last decade of the nineteenth century.

M.F.O.

SHAW, E. B. *Anglo-America. A Regional Geography*. John Wiley, New York (Chapman and Hall). 480 pp. 1959. 59s.

Numerous illustrations and maps.

SMITH, GUY-HAROLD. (Ed.). *Conservation of Natural Resources*. Chapman and Hall (Wiley, New York). 474 pp. 1958 (1st pub. 1950) 64s.

An authoritative survey of the conservation of the natural resources of the U.S.A. produced by a team of twenty experts, including many American geographers. Such chapters, with excellent maps and illustrations, as those on soils, irrigation, forest resources, water power, waterways, minerals and fisheries, are most valuable, giving as they do recent developments and useful assemblies of relevant facts.

SMITH, J. R., AND PHILLIPS, M. O. *North America: Its People and the Resources, Development, and Prospects of the Continent as the Home of Man*. Harcourt Brace, New York. 1,008 pp. 1940 (1st pub. 1925).

This is a new edition, revised in the light of conditions prevailing in 1940, of a textbook which first appeared in 1925. It deals primarily with the economic resources of the whole of North America and the West Indies in terms of some forty-three principal regions.

SORRE, M. *Mexique, Amérique Centrale*. Géographie Universelle, Tome XIV. Armand Colin. 234 pp. 1928.

This book includes a careful study of Mexico, Central America, and the West Indies. Throughout the approach is that of a human geographer. The book is well illustrated and has useful maps.

STEFANSSON, VILHJALMUR. *Northwest to Fortune*. Allen and Unwin. 376 pp. 1960. 30s.

THERKILSEN, KJELD RASK. *Greenland (Grønland)*. Duckworth. 127 pp. 1953. 30s.

An introductory summary of the history and geography of Greenland, followed by annotated pictures, many of excellent geographical value. The text is in English and Danish. This is a pleasant background book of modern Greenland suitable for a library.

WATSON, J. W. *North America. Geographies for Advanced Study.* Longmans. 854 pp. 1963. 57s. 6d.

The book opens with an account of physical geography (seventy-two pages). Then follows an interesting chapter on the human geography of the continent before European colonization. European settlement, the rise of national regions are discussed. There is much new and interesting material on Canada. The treatment of U.S.A. is less individual. The book ends with a section on Mexico. There are seventy-two photo-plates and 200 maps. (See p. 471) H.J.S.

WHITBECK, R. H., AND FINCH, V. C. *Economic Geography: A Regional Survey.* McGraw Hill. (See p. 400.)

WHITE, C. L., AND FOSCUE, E. J. *Regional Geography of Anglo-America.* Prentice-Hall, New York. 898 pp. 1954 (1st pub. 1943). 72s. (Revised edition in preparation, 1964).

A textbook dealing primarily with the physical and economic geography of the United States, Canada and Alaska, in terms of twenty principal regional divisions.

WRIGHT, A. J. *United States and Canada: An Economic Geography.* Appleton-Century-Crofts, New York. 490 pp. 1948.

This is a very sound book, treating the economic geography on a regional basis. It is well written, scholarly and up to date. Useful statistical material is included.

THE UNITED STATES OF AMERICA

BENNETT, H. H. *Elements of Soil Conservation.* McGraw-Hill. 358 pp. 2nd edition, 1955. 39s.

In this book the author, formerly chief of the Soil Conservation Service of the United States, analyses the problem of soil erosion and water wastage, and provides a full account of the principal methods of soil conservation and water control which have been put into practice there. Illustrated with photographs, maps and diagrams. M.F.R.

BENNETT, H. H. *Soil Conservation.* McGraw Hill. 968 pp. 1939. 104s. 6d.

The most comprehensive account yet to appear of the problems of soil erosion in the United States and of remedial measures. After a general survey of the elements of the problem, it gives a most detailed regional account, with good illustrations. (For shorter version, *Elements of Soil Conservation*, see above.)

BROWN, R. H. *The Historical Geography of the United States.* Harcourt, Brace, New York. (See p. 386.)

BROWN, R. H. *Mirror for Americans: Likeness of the Eastern Seaboard, 1810.* Special Publications, 27. American Geographical Society, New York. 312 pp. 1943.

A picture of the emergent American nation as it might have been drawn by a contemporary geographer. It is based on writings of the period, domestic and foreign, and the illustrations are largely drawn from contemporary sources.

FENNEMAN, N. M. *Physiography of the Eastern United States*. McGraw-Hill, New York. 714 pp. 1938. 10s.

A regional treatment of the geomorphology of the eastern half of the United States of America with brief comments on the economy. A standard work. Many maps, diagrams and illustrations are included.

FENNEMAN, N. M. *Physiography of the Western United States*. McGraw-Hill, New York. 534 pp. 1931. 85s. 6d.

This is similar to the above book by the same author, but deals with the western half of the United States (from the Great Plains to the Pacific seaboard).

GARLAND, J. H. (Ed.). *The North American Midwest*. Chapman and Hall (John Wiley, New York). 252 pp. 1955. 60s.

A comprehensive systematic and regional account of an important region given by a series of essays. There are eighty maps, many showing distributions.

GLOVER, J. G. AND LAGAI, R. L. (Eds.). *The Development of American Industries*. Technical Press. 835 pp. 1959 (1st pub. 1932). 80s.

This authoritative work, brought up to date in 1959, deals comprehensively with all aspects of thirty-nine major industries of the United States of America. Most descriptions have a section which deals specifically with the geographical material having bearing on the industry. The inclusion of many more maps would have greatly enhanced its value from the geographer's point of view. D.H.

GREEN, CONSTANCE MCL. *American Cities*. Athlone Press. 258 pp. 1957. 35s.

A historical study of sixteen American cities. R.A.

HUXLEY, J. S. *T.V.A.* Architectural Press. 142 pp. 1943. *Out of print*. The story of a great experiment told simply and clearly with the aid of many excellent diagrams and photographs.

PEATTIE, R. (Ed.). *The Friendly Mountains: Green, White, and Adirondacks*. Vanguard Press, New York. 341 pp. c. 1942.

A regional study of the mountains, including discussions on the history of settlement, geologic history, weather and climate, mountain flora, and the recreational aspect, both summer and winter.

QUEEN, S. A., AND CARPENTER, D. B. *The American City*. McGraw-Hill, New York. 383 pp. 1953 (1st pub. 1939). 54s.

Five main sections deal with the rise of cities and/or urbanism, urban institutions and folkways, distributive and selective aspects of the city, people in the city, and prediction and control.

SYKES, G. *The Colorado Delta*. Special Publication, No. 19. American Geographical Society. 200 pp. 1937.

This is a study of the physical character of the Delta, with many maps and air photographs.

WRIGHT, J. K. (Ed.). *New England's Prospect*. Special Publication, No. 16. American Geographical Society. 509 pp. 1953.

A detailed survey of New England is provided in this very valuable source book for aspects of the geography of the country.

ZIERER, C. M. (Ed.). *California and the Southwest*. Chapman and Hall (John Wiley, New York). 376 pp. 1956. 78s.

A comprehensive collection of essays dealing systematically with the four states of the Pacific Southwest; stresses the continuing expansion of the economy of this area. The book is illustrated with seventy-five photographs, fifty-four maps and ten graphs and diagrams.

CANADA

FORBES, A., AND OTHERS. *Northernmost Labrador mapped from the Air*. Special Publication, No. 22. American Geographical Society. 277 pp. 1938.

This is valuable for its aerial photographs of the region and also it includes chapters on geology and natural vegetation in Labrador.

KIMBLE, G. H. T., AND GOOD, D. *Geography of the Northlands*. American Geographical Society and John Wiley and Sons, New York. Chapman and Hall, London. 534 pp. 1955. 70s. (See p. 451.)

PUTNAM, D. F. (Ed.). *Canadian Regions*. Dent. 601 pp. 1952. 63s.

This book provides an informative and interesting factual study of the familiar divisions of Canada, such as Newfoundland and British Columbia. It is a most useful source of information on recent economic development.

PUTNAM, D. F. AND KERR, D. P. *A Regional Geography of Canada*. Dent (Canada). 520 pp. 5th reprint 1961 (1st pub. 1956). 22s.

This book may be described as a selective and condensed version of *Canadian Regions* (see above). It has been prepared to meet the requirements of advanced geography students in Canadian High Schools and may be strongly recommended for teachers and sixth forms. It is too detailed as a text for Ordinary level requirements but would serve as an ideal reference book for the fifth form. It is very well illustrated and is a good source of information on the most recent trends in economic development and in Urban Geography. J.J.M.

TAYLOR, G. *Canada: A Study of Cool, Continental Environments and their Effect on British Settlement*. Advanced Geographies. Methuen. 524 pp. 1957 (1st pub. 1947). 45s.

This study is the result of intensive travel and first-hand observation by the author, backed by government information. Regional accounts are followed by sections dealing with the spread of human settlement, fishing, agriculture, irrigation, mining and kindred topics. The concluding chapter discusses population problems, present and future. The whole provides an interesting and very detailed account suitable for teachers and especially for sixth forms. (See p. 469.)

SOUTH AMERICA

ALBERTS, H. W. *The Forage Resources of Latin America: Peru*. Bulletin No. 37, Commonwealth Bureau of Pastures and Field Crops. 24 pp. 1947. 2s. 6d.

With the help of a map, a regional description is given of the pasture and range lands of Peru: grazing lands of the coastal area; grazing lands of the sierra region; grazing lands of the Oriente (region east of Andes). (See p. 470.)

BUTLAND, G. J. *Chile*. Royal Institute of International Affairs. (See pp. 472-473.)

CLINE, HOWARD F. *Mexico*. Royal Institute of International Affairs. (See pp. 472-473.)

DENIS, P. *Amérique du Sud*. Géographie Universelle. Armand Colin. 479 pp. 1927.

An authoritative study, most valuable for its maps.

GOODSPEED, T. H. *Plant Hunters in the Andes*. Farrar and Rinehart, New York. 429 pp. c. 1941.

This account of the experiences of two expeditions collecting new or little-known ornamental plants in the Andes is a lively, intimate and beautifully illustrated report on landscapes, peoples, and customs over a large section of South America.

GUPPY, NICHOLAS. *Wai-Wai. Through the Forests North of the Amazon*. Murray. 375 pp. 1958. 28s.

The author is a botanist and describes with vivid detail a plant-hunting expedition on which he also found out much about the previously little-known Wai-Wai and Frog Indians. Most of the twenty-four illustrations are of these people and there is an index and glossary.

HUMPHREYS, R. A. *Latin American History*. Royal Institute of International Affairs. 212 pp. 1958. 25s. (See pp. 472-473.)

JEFFERSON, M. *The Rainfall of Chile*. American Geographical Society. 32 pp. 1921.

An authoritative study with useful maps.

JOHNSON, G. R. *Peru from the Air*. Special Publication, No. 12. American Geographical Society. 171 pp. 1930.

An outstanding series of 141 aerial photographs with notes.

LIEUWEN, EDWIN. *Venezuela*. Royal Institute of International Affairs. (See pp. 472-473.)

LINKE, L. *Ecuador*. Royal Institute of International Affairs. (See pp. 472-473.)

MONEY, D.C. *South America*. Advanced Level Geography, Book III. University Tutorial Press. 328 pp. 2nd edition, 1963. 18s.

This book follows the pattern set in Book I of the series. Introductory chapters treating the physical basis of the continent as a whole together with exploration and settlement are followed by more detailed accounts of individual countries so that each may be studied independently. Useful tables of up-to-date statistics concerning exports and imports and the direction of foreign trade are given and in the final chapter the balance between agricultural and industrial development is discussed. A very useful factual geography, which can be expanded from the references supplied. (See p. 470.) J.F.H.

MONGE, C. *Acclimatisation in the Andes*. American Geographical Society. 1948.

This book gives a careful, scientific study of the effect of altitude on man, distinguishing the man of the Andes from the man of the coastal plains.

OGILVIE, A.G. *The Geography of the Central Andes*. American Geographical Society. 240 pp. 1922.

An excellent description with maps, diagrams and illustrations.

OSBORNE, H. *Bolivia*. Royal Institute of International Affairs. (See pp. 472-473.)

OWENS, R.J. *Peru*. Royal Institute of International Affairs. (See p. pp. 472-473.)

PENDLE, G. *Argentina. Paraguay. Uruguay*. Royal Institute of International Affairs. (See pp. 472-473.)

RICH, J.L. *The Face of South America: An Aerial Traverse*. American Geographical Society, New York. 299 pp. 1942.

Over 300 photographs, chiefly aerial, taken on a flight around South America by the regular commercial airways, with interpretative text on land and water forms, vegetation, and the works of man, present a panorama of South America as the traveller sees it from the air. Physiographical and geological interpretation is especially emphasized and the index is so designed as to give convenient access to pictures and text dealing with any particular subject.

SHANAHAN, E.W. *South America: an Economic and Regional Geography*. Advanced Geographies. Methuen. 318 pp. 1959 (1st pub. 1927). 30s.

A classic book intended for teachers and university students. Tenth edition revised to include statistics and developments up to 1956. This is a very sound book, though it needs to be used in conjunction with other works emphasizing the human approach. It should be included in the grammar school library.

SMITH, RAYMOND T. *British Guiana*. Royal Institute of International Affairs. (See pp. 472-473.)

WADDELL, D. A. G. *British Honduras*. Royal Institute of International Affairs. (See pp. 472-473.)

WHITBECK, R. H., AND WILLIAMS, F. E. *Economic Geography of South America*. McGraw-Hill. 469 pp. 1940 (1st pub. 1926). 54s. 6d. *Out of print*.

A pioneer account of the geography of the South American continent at University level, now partly superseded by later works involving more field observation than this book contains.

SOUTH AMERICA, CENTRAL AMERICA AND THE WEST INDIES

HENRIQUES, FERNANDO. *Jamaica*. MacGibbon and Kee. 216 pp. 1958 25s.

Half the book deals with the history of slavery in Jamaica (largely by means of extracts from contemporary writings). It traces the effect of slave labour and emancipation on the economy of the island (particularly the sugar industry) and the characteristics of the people. There are chapters on colour, family life and sexual behaviour, government and people. The book is illustrated with eleven photographs and woodcuts as chapter headings and one map.

HERRING, H. *A History of Latin America*. Cape. 893 pp. 1961 (1st pub. 1954). 75s.

A comprehensive and exhaustive treatment of the political, social and economic history of Central and South America. Illustrated by maps.

JAMES, P. E. *Latin America*. Cassell. 864 pp. 1959 (1st revised edition, 1950). 84s.

A geography of Latin America of which the major theme is regional diversity. Although designed primarily as a textbook, its treatment of the regions, with which it deals section by section, makes it an excellent book for reference purposes. Study of Central America and the West Indies is included.

PLATT, R. S. *Latin America: Countrysides and United Regions*. McGraw-Hill, New York. 564 pp. 1943. *Out of print*.

Regional analyses based on detailed studies of 'units of human occupancy', the emphasis being on agricultural units of a wide variety of types, although a selection of industrial units is also described. The work is profusely illustrated with photographs and detailed maps. It forms a source of sample studies.

PLATT, R. S., WRIGHT, J. K., WEAVER, J. C., AND FAIRCHILD, J. R. *The European Possessions in the Caribbean Area*. American Geographical Society, New York. 112 pp. 1941.

A compilation of facts concerning the population, physical geography, resources, industries, trade, government, and strategic importance of the possessions of

Great Britain, France and the Netherlands in the West Indies and on the mainland of South and Central America.

ROSEVEARE, G.M. *The Grasslands of Latin America*. Bulletin No. 36, Commonwealth Bureau of Pastures and Field Crops. 291 pp. 1948. 20s.

A sound, succinct study of the grasslands on a regional basis: Type 1, good natural grassland; Type 2, cool mountain grasslands; Type 3, semi-arid grazings; Type 4, savannahs of hot climates. The areas of each type (e.g. Type 1, humid pampa of Argentine, Uruguay, south of Brazil, Entre Ríos, Magellan lands and the Pre-Andean Depression) are treated in detail and a summary of the climatic and soil conditions and the pastoral activities are given. There are many maps and illustrations. (See p. 470.)

SORRE, M. *Mexique et Amérique Centrale*. Géographie Universelle. Armand Colin. 234 pp. 1928.

An authoritative study of Mexico, Central America and the West Indies. (See p. 441.)

WATKINS, J.M. *The Forage Resources of Latin America: El Salvador*. Bulletin No. 35, Commonwealth Bureau of Pastures and Field Crops. 24 pp., 4 illus. 1946. 2s. 6d.

WEBB, KEMPTON (Ed.) AND PATERSON, JOHN (Trans.). *Latin America: A Geographical Commentary*. Advanced Level Geographies. Murray. About 25s. *In preparation*.

Translated from the German of Dr Irmgard Pohl and Professor Dr Josef Zepp.

AUSTRALIA, NEW ZEALAND AND THE PACIFIC ISLANDS

1. Textbooks

CLARK, A.H. *The Invasion of New Zealand by People, Plants and Animals: The South Island*. Rutgers University Press, New Brunswick, Canada. 465 pp. 1950 (1st pub. 1949).

This is a scholarly and original treatment of the peopling of the South Island and the development of its farming. Its treatment of sheep, cattle and wheat, is most illuminating. This is a first-class geography of South Island in many of its aspects.

CUMBERLAND, K.B. *New Zealand in Outline: A Pictorial Geography*. Whitcombe and Tombs, New Zealand. 84 pp. 1950.

Illustrated with first-rate photographs, the book describes, with much valuable information, ten agricultural regions into which New Zealand is divided.

CUMBERLAND, KENNETH B. *South-west Pacific*. Methuen. 383 pp. 2nd edition, 1958 (1956). 35s.

A major work for sixth forms, training colleges and university students. It contains a broad and up-to-date review of Australian economic developments and studies of New Zealand and the Pacific Islands not readily available elsewhere. There are ninety-nine plates and ninety-three maps.

DANIEL, H. *Islands of the Pacific*. Putnam, New York. 228 pp. c. 1943. 24s.

A companion of information on the lesser islands of the Pacific, including the Hawaiian Islands, but touching only briefly on the larger bordering islands in the Netherlands Indies, the Philippines, and Japan.

FENNER, C. E. *South Australia*. Whitcombe and Tombs, Australia. 367 pp. 1931.

This is an authoritative study of the geography of South Australia. Its discussion of the regions is very useful. There are many illustrations.

FREEMAN, O. W. (Ed.). *Geography of the Pacific*. Chapman and Hall (Wiley, New York). 573 pp. 1951. 68s.

A comprehensive treatment of the Pacific Ocean especially valuable for its studies of the Pacific Islands. Good bibliographies are given at the end of each chapter and there are useful maps and illustrations.

GARNIER, B. J. *Climate of New Zealand*. Arnold. 182 pp. 1958. 70s.

Valuable book for sixth-form reference though its main use must be at the University level. More than an excellent book on climate—owing to its application to effects on agriculture, vegetation and soils. Useful figures in appendix. Excellent pictures. An attempt to show how systematic studies may support the claim of geography to be regarded as a discipline in its own right.

LABORDE, E. D. (Ed.). *Australia, New Zealand and the Pacific Islands*. 288 pp. Heinemann. 2nd edition 1952, reprinted 1957 (1st pub. 1932). 12s. 6d.

An up-to-date and very readable description of the area from Indonesia to Hawaii, which takes into account the economic and social changes due to the Second World War. Particular stress is laid on the human and historical background of the various regions. The Pacific Islands are considered in some detail, with emphasis on development and strategic value.

MC CLYMENT, W. G. *The Exploration of New Zealand*. O.U.P. 140 pp. 1959 (1st pub. 1940). 21s.

A useful background to the historical geography of New Zealand for advanced pupils. Useful bibliography and good index.

MONEY, D. C. *Australia and New Zealand*. (Also available separately: Part 1 Australia, Part 2 New Zealand). Advanced Level Geography, Book I. University Tutorial Press. 458 pp. 2nd edition, 1963. 21s. complete. Part 1 15s., Part 2 8s.

This book is presented as a factual geographical account, for Advanced Level students, of Australia and New Zealand, and includes a final chapter giving a brief

summary of the outlying territories of both. Introductory chapters follow the traditional sequence of Extent and Position, Structure and Relief, Climates, Vegetation and Animal Life, Discovery and Early Settlement, etc., and the same sequence is adopted in analysis of broad geographical subdivisions. Tables giving data for successive years incorporating recent statistics are a useful feature of this series enabling students to make their own comparisons and to observe trends. Chapters on Agriculture, Industry, Power and Transport summarize recent developments in these fields. Clear illustrations help to balance a factual text and many references for further reading are supplied. (See p. 470.) J.F.H.

PRIVAT-DESCHANEL, P. *Océanie. Géographie Universelle*, Tome X. Armand Colin. 368 pp. 1930.

A large work, but the French is fairly simple, with much good description and excellent illustrations. New Zealand is treated more successfully than Australia. There are sections also on Oceania, the Great Ocean, and the Antarctic Regions.

ROBINSON, K. W. *Australia, New Zealand and the South-west Pacific. A Systematic Regional Geography*, Vol. IV. U.L.P. 340 pp. 1960. 27s. 6d.

Regional cover of the area at sixth-form and first-year university level. B.S.R.

STAMP, L. DUDLEY. *Australia and New Zealand. A Regional Geography for Advanced and Scholarship Courses*, Part III. Longmans. (See p. 472.)

TAYLOR, G. *Australia: A Study of Warm Environments and their Effect on British Settlement*. Advanced Geographies. Methuen. 541 pp. 1959 (1st pub. 1940). 37s. 6d.

This recognized standard work has been brought up to date by the addition of accounts of new developments in the Commonwealth, including hydro-electric power plans and the establishment of smelting works. This is a book for advanced students, also useful to teachers.

TAYLOR, T. GRIFFITH. *Australia*. O.U.P. 268 pp. 1928 (1st pub. 1911). 7s. 6d. *Out of print*.

This is a scholarly work, well written and authoritative. Part I deals with physiographic aspects and includes chapters on exploration and settlement, physical background and the natural regions. Part II covers the economic geography of the country, stock raising, agriculture, mining, transport, and similar topics.

WADHAM, S. M., AND WOOD, G. L. *Land Utilisation in Australia*. C.U.P. 376 pp. (1st pub. 1939). 4th edition ready 1964. 50s.

An economic geography of Australia with a strong historical introduction.

WOOD, G. L., AND MCBRIDE, PATRICIA R. *The Pacific Basin*. O.U.P. 416 pp. 1950 (1st pub. 1930). 25s.

This is a very readable textbook on the human and economic geography of the lands of the Pacific and a standard work on this area. The style is straightforward and the matter comprehensive. The book is profusely illustrated.

WOODMAN, DOROTHY. *The Republic of Indonesia*. The Cresset Press. 444 pp. 1955. 30s.

A record of the struggle of the people of Indonesia for independence and an economic picture of their present-day status and problems. In no sense a geographical book, but presenting an up-to-date social picture of conditions.

2. Library Books

BEATTY, B. *Here in Australia*. Cassell. (See p. 319.)

HEYERDAHL, T. *Aku-Aku*. Allen and Unwin. 368 pp. Norwegian ed. 1957. Trans. 1958. 21s.

A lively, interesting account of excavations in Easter Island written from first-hand experience. Though the main story is concerned with the giant statues there is a considerable amount of background information about the island. There are fifty-eight colour photographs and two maps.

POLAR REGIONS

CRISP, F. *The Adventure of Whaling*. Macmillan. 144 pp. 1954. 7s. 6d. School edition 6s.

A useful and readable description of whaling both past and present with valuable detail of whaling in Antarctica today.

HAMILTON, R. A. (Ed.). *Venture to the Arctic*. Pelican. Penguin Books. 3s. 6d.

KIMBLE, G. H. T., AND GOOD, D. *Geography of the Northlands*. American Geographical Society and John Wiley and Sons, New York. Chapman and Hall, London. 534 pp. 1955. 70s.

A series of essays dealing systematically and regionally with all the countries within the arctic and sub-arctic regions both in North America and Eurasia. A comprehensive survey. Illustrated with seventy-five photographs, thirty-eight maps and ten graphs and diagrams. (See pp. 422, 431 and 444.)

KIRWAN, L. P. *The White Road*. Hollis and Carter. 1960. 30s. (See p. 525.)

PRIVAT-DESCHANEL, P. *Océanie*. Géographie Universelle, Tome X. Armand Colin. (See p. 450.)

RASMUSSEN, K. (Collected by). (Edited and translated, W. Worster.) *Eskimo Folk-Tales*. Gyldendal. 156 pp. 1921. *Out of print*.

Fifty-three short tales with illustrations by native Eskimo artists and a useful introduction. They are suitable for the teacher's reading, but not for children without adaptation.

SCHOLES, A. *Seventh Continent*. Allen and Unwin. 226 pp. 1953. 21s. (See p. 393.)

The story of Australasian exploration in Antarctica, 1895-1950.

STEFANSSON, V. *Greenland*. Doubleday Doran, New York. 338 pp. 1942.

The greater part of this book is historical, dealing with the exploration of Greenland and the problem of the fate of the medieval colonists there. Concluding chapters cover the administration and development of Greenland and its strategic importance during the last war.

CARTOGRAPHY AND SURVEYING

CRONE, G. R. *Maps and their Makers*. Hutchinson. 184 pp. 1962 (1st pub. 1953). 15s.

A very useful introduction to the history of map-making from Greek and Roman times to the present day.

DEBENHAM, F. *Map Making*. Blackie. 252 pp. 1959 (1st pub. 1936). 15s.

This is an excellent introduction to the chief methods of survey. It makes the subject live by being very readable and practical.

EARLE, K. W. *The Geological Map*. Methuen. (See p. 365.)

GARNIER, B. J. *Practical Work in Geography*. Arnold. 152 pp. 1963. 25s.

This book is intended for use by geography teachers in training, first-year university students and geography specialists in schools. The first three chapters deal with fundamental techniques of measuring, recording and surveying. Later chapters deal with maps, map interpretation, the use of photographs and the presentation of geographical information in illustrations. There is a suggested practical course at the end, but each chapter includes exercises. The text is straightforward and the illustrations are excellently drawn and reproduced. W.A.C.

HIGGINS, A. L. *Elementary Surveying*. Longmans. 156 pp. 8th imp. 1960 (1st pub. 1943). 12s. 6d.

One of the soundest elementary books on surveying. It provides the essential theory and practice of methods of survey suited to the needs of geography students. It has many useful exercises and is, moreover, well written.

HINKS, A. R. *Maps and Survey*. C.U.P. 308 pp. 1944 (1st pub. 1913). *Out of print*.

A standard work for the university student of cartography, and for the teacher's reference.

JAMESON, A. H., AND ORMSBY, M. J. M. *Mathematical Geography*. Pitman. I. *Elementary Surveying and Map Projection*. 160 pp. 1958 (1st pub. 1927). 9s. 6d. II. *Cartography*. 168 pp. 1929 (*out of print*).

Volume I deals with chain, compass, plane-table, theodolite surveys and levelling, and with simple map projections, and is recommended for the geography specialist teacher. Volume II considers the size and shape of the earth and more advanced problems in surveying and map projections.

RAISZ, E. *General Cartography*. McGraw-Hill. 354 pp. 1948. 69s. 6d.

This comprehensive treatment of the subject covers the history of maps, projections, surveying, and the cartographical presentation of all classes of statistics, climatic, economic, etc. It is abundantly illustrated.

RAISZ, E. *Principles of Cartography*. McGraw-Hill Series in Geography. McGraw-Hill. 322 pp. 1962. 66s.

A practical, compact guide to help students understand the language of maps and enable them to draw their own. It covers the basic concepts of the whole field of cartography, providing a foundation for more specialized work. Surveying, engraving and printing are also included. There are 300 illustrations and an appendix.

ROBINSON, A. H. *Elements of Cartography*. Chapman and Hall (Wiley, New York). 343 pp. 1960 (1st pub. 1953). 66s.

An introduction to the techniques of map-making in all its aspects.

SISAM, J. W. B. *The Use of Aerial Survey in Forestry and Agriculture*. Commonwealth Agricultural Bureaux. 1947. 59 pp. 7s. 6d.

This most valuable book contains over sixty aerial photographs of forest cover and cultivation in various parts of the world. Each photograph is analysed to illustrate the value of aerial survey. This is an exceptionally clear and most useful account of the methods of aerial survey, with a summary of its use in the Commonwealth and Colonies.

SMITH, H. T. U. *Aerial Photographs and their Application*. Appleton-Century, New York. 372 pp. 1943.

This book has admirable illustrations and a valuable bibliography.

TOOLEY, R. V. *Maps and Map Makers*. Batsford. 152 pp. 1952 (1st pub. 1949). 50s.

A history of the map makers and their maps, with many illustrations.

WALKER, F. *Geography from the Air*. Methuen. 111 pp. 1953. 32s. 6d.

This book provides the most systematic treatment of air photographs and their interpretation concerning geological distributions, physical processes, relief, soils and settlements.

WILLIAMSON, J. *Surveying and Field Work*. Constable. 551 pp. 1952 (1st pub. 1915). 40s.

A useful work of reference for the practical details of the chief types of surveying, for example, chain surveying and overcoming obstacles, surveying a pond or a wood, and chain surveying in towns. It is well illustrated with diagrams.

MAP READING

BIRCH, T.W. *Maps, Topographical and Statistical*. O.U.P. 256 pp. 1949. 21s.

This book is geographical in outlook and comprehensive in design. Part I deals first with topographical maps, introduced by a brief, historical account. Modern maps and plans are treated at some length and include the latest Ordnance Survey work. The description of map making is based on the instruments involved, and includes air survey. Projections are treated with a minimum of mathematics. Concluding chapters deal with map reading and the geographical interpretation of landscape as depicted on maps. The second part of the book deals fully with the theory and practice of mapping and graphic statistics. There is a large number of very clear diagrams and eight half-tone plates. This is an invaluable work for any serious student of geography.

BYGOTT, J. *An Introduction to Map Work and Practical Geography*. University Tutorial Press. 264 pp. 1962 (1st pub. 1934). 17s.

This well-established textbook, now in its 8th edition, has been revised by D. C. Money. Weather maps have been redrawn to the style of the Daily Weather Report including the use of the centigrade scale, and the one-inch map extracts are from the Seventh Series. This is a clear and comprehensive treatment of the basic aspects of map making and map interpretation covering a wide range of types and scales and including chapters on the use of aerial photographs and the choice and construction of elementary map projections. Numerous original questions together with actual examination questions are provided. J.F.H.

CARTER, C.C. *Land Forms and Life*. Christopher. 296 pp. 1959 (1st pub. 1950). 12s. 6d.

A series of short studies on topographical maps intended for training in map reading and dealing with relief, structure and human settlement. Ordnance Survey maps are required for the proper study of the text. This book is probably best used as a teacher's or general reference, but could also be used as a textbook.

DURY, G.H. *Map Interpretation*. Pitman. 224 pp. 1960 (1st pub. 1952). 15s.

A valuable book for advanced map interpretation. Sections are devoted to physical interpretation, features of occupancy, morphometric analysis and cartographical appreciation. Various O.S. and foreign maps are expertly used as example. There are eight photographs and fourteen maps and diagrams.

EDWARDS, K.C. (Ed.). *British Landscapes Through Maps*. (See The Geographical Association, p. 206.)

GARNETT, ALICE. *The Geographical Interpretation of Topographical Maps*. Harrap. 310 pp. 1953 (1st pub. 1930). 10s. 6d. Twenty-five maps and key contained in envelope, 15s.

An excellent book for teachers on the reading of maps of the type of the Ordnance Survey contoured map. It contains model geographical descriptions of the typical land forms and of the associated distribution of human settlements, railways, roads and similar features, as revealed by the Ordnance Survey maps, examples of which are given.

GARNIER, B.J. *Practical Work in Geography*. Arnold. 152 pp. 1963. 25s. (See p. 452.)

MONKHOUSE, F.J., AND WILKINSON, H.R. *Maps and Diagrams*. Advanced Geographies. Methuen. 330 pp. 1952. 21s.

This is an indispensable book for the study of the techniques of making climatic maps and diagrams, economic maps and diagrams, population maps and diagrams, and maps and diagrams of settlements. It is illustrated by most valuable examples, and there are full references to all important sources in this field of practical geography.

SYLVESTER, DOROTHY. *Map and Landscape*. Philip. 304 pp. 1952. 28s. 6d.

This is a practical book giving detailed methods of study of topographical maps and including excellent summaries of procedure in the study of valleys, uplands, lowlands, and marine coastlands. Of equal value is the treatment of settlements.

MAP PROJECTIONS

BOWYER, R.E. AND GERMAN, G.A. *A Guide to Map Projections*. Murray. 44 pp. 1959. 5s. limp.

A simple and direct approach requiring only a simple knowledge of mathematics. E.R.G.

HINCKLEY, A. *Map Projections by Practical Construction*. Philip. 84 pp. 1952 (1942). 3s. 6d.

Geometrical constructions are given for some of the major map projections. The book is suitable for General Certificate (Advanced Level) candidates, training-college students and A.T.C. cadets.

KELLAWAY, G.P. *Map Projections*. Advanced Geographies. Methuen. 127 pp. 1953 (1st pub. 1946). 15s.

A sound book covering perspective, non-perspective and conventional projections, with an appendix of simple trigonometrical tables. No suggestions on the use of maps are included but the obvious disadvantages of different types are noted. The book is best suited to sixth-form work in a grammar school, some trigonometrical knowledge being required for ease of comprehension. (See p. 469.)

MAINWARING, J. *An Introduction to the Study of Map Projection*. Macmillan. 114 pp. 1943. 8s. 6d.

A helpful book requiring a fair knowledge of geometry and some trigonometry.

STEERS, J.A. *An Introduction to the Study of Map Projections*. U.L.P. 348 pp. 1962 (1st pub. 1927). 30s.

The 13th edition of this standard textbook has been revised and completely reset. The author's aim is to give simple but accurate methods of construction for all the usual projections and also sufficient material for the reader to explore his work in more detail.

PRINCIPLES OF GEOGRAPHY

AUROUSSEAU, M. *The Rendering of Geographical Names*. Hutchinson University Library. Hutchinson. 1957. 148 pp. 15s.

BOWMAN, I. *Geography in relation to the Social Sciences*. Scribner's. 249 pp. 1934. *Out of print*.

A scholarly study of the scope, content and method of geography.

CORNISH, V. *Geographical Essays*. Sifton Praed. 82 pp. *Out of print*. This volume includes the valuable essay on 'Harmonies of Scenery'.

CRONE, G. R. *Modern Geographers*. Royal Geographical Society. 56 pp. 1951 (reprinted 1960). 4s. 6d.

An introduction to the contributions made by leading geographers since A.D. 1800. It surveys the chief geographical work and ideas of Sir Joseph Banks, Humboldt, Ritter, Vidal de la Blache, Richthofen, Ratzel, Mackinder and Isaiah Bowman. It includes a very useful bibliography.

DARBY, H. C. *Theory and Practice of Geography*. Liverpool University Press. 22 pp. 1947. 1s. 6d. *Obtainable only from Dillon's University Bookshop, 1 Malet Street, London. W.C.1.*

Professor Darby's inaugural lecture on the occasion of his appointment as Professor of Geography at University College, London.

DEBENHAM, F. *The Use of Geography*. Teach Yourself Geography Series. English Universities Press. 206 pp. Reprint 1957 (1st pub. 1950). 8s. 6d.

A stimulating treatment of the aims, scope and methods of study of geography, written in a simple and lively style. (See p. 473.)

DE LA BLACHE, V. *Principles of Human Geography*. Constable. 528 pp. 1952 (1st pub. 1926). 30s.

This is an outstanding work for the study of the principles of human geography, and no geographer should ignore it. In the first chapter there is a profound treatment of the meaning and aim of human geography and subsequently the elements of human geography are examined in an illuminating manner. It provides an indispensable contribution to the philosophy of geography.

FREEMAN, T. W. *A Hundred Years of Geography*. Duckworth. 335 pp. 1961. 30s.

A survey of progress in geographical knowledge in the past hundred years and a review of the work of British, European and American geographers. Useful short biographies of leading explorers and geographers of the period are given at the end.

K.M.M.

Geographical Excursions in and around London. Institute of Education, University of London. 52 pp. 1954. 2s. 6d. *Out of print*.

HARTSHORNE, R. *The Nature of Geography: A Critical Survey of*

Current Thought in the Light of the Past. Association of American Geographers, Cambridge, Mass. 482 pp. 1939.

An elaborate study of the development, concepts and methodology of modern geography, with especial emphasis on the contributions of the Germans. This is a standard work of great importance.

HARTSHORNE, RICHARD. *Perspective on the Nature of Geography.* Murray. 202 pp. 1960. 30s.

This book brings up to date Professor Hartshorne's thinking on the Nature of Geography, and summarizes the thought and discussion that have gone on in the U.S.A. and elsewhere during the twenty years since his publication in 1939. E.R.G.

KIMBLE, G.H.T. *The Way of the World.* George Grady Press, New York. 123 pp. 1953.

This book contains three lectures which give the author's appreciation of geography in its understanding of human affairs both past and present.

LEBON, J.H.G. *An Introduction to Human Geography.* Hutchinson. 200 pp. 1963 (1st pub. 1952). 15s.

A useful introduction to the content and scope of human geography, with a most valuable treatment of environment and economy.

PRESTON, J.E., AND JONES, C.F. *American Geography: Inventory and Prospect.* Association of American Geographers, Syracuse University Press, U.S.A. 590 pp. 1954.

This large volume provides a review of the advances made in the study of geography in all its branches in the United States. It is a work to which all the well-known geographers in America have contributed.

TAYLOR, G. (Ed.). *Geography in the Twentieth Century.* Methuen. 686 pp. 1957 (1st pub. 1951). 45s.

This volume is the work of twenty authors, each of whom is a specialist in the section with which he deals. Its aim is to study the growth, fields, techniques, aims and trends of geography. The first section deals with the evolution of geography and its philosophic basis. The second consists of studies of specific environments, the advances in geomorphology and meteorology, regionalism and similar topics. Finally, the book deals with field work, and sociological and urban aspects of geography.

WOOLDRIDGE, S.W., AND EAST, W.G. *The Spirit and Purpose of Geography.* Hutchinson. 186 pp. Completely revised 1958 (1st pub. 1952). 15s.

An authoritative introduction to the philosophy of geography, its content and scope.

GEOGRAPHY AND EDUCATION

BRIAULT, E.W.H. AND SHAVE, D.W. *Geography In and Out of School. Suggestions for the Teaching of Geography in Secondary Schools.* Harrap. 192 pp. 1960. 9s. 6d.

A stimulating book which throughout emphasizes the importance of imparting a sense of reality in the teaching of the subject. It gives much sound and practical advice, in very considerable detail, and lays particular stress on activities outside the classroom. There are many diagrams, sketch maps and line drawings. The authors have in mind especially, but not exclusively, the needs of boys and girls of average ability, and those following courses not leading to external examinations.

E.R.G.

BUCHANAN, CYNTHIA D. I. *The Earth In Space*. II. *Continents and Oceans*. III. *Latitudes and Climates*. Programmed Geography. Collier-Macmillan. 112, 165 and 152 pp. 1963. 28s. each. Teacher's Manual for series 7s. Test booklet for each book.

These three books, designed for use in American schools, are of especial interest to those concerned with methods of teaching geography, although the cost of the series makes their use as textbooks in this country quite impossible. The material is presented in such a way that the student is able to teach himself by observing, recording and analysing the maps, diagrams and printed material. All three books are profusely illustrated. M.F.R.

Certificate of Secondary Education. Examination Bulletin No. 1.
H.M.S.O. 148 pp. 1963. 10s.

A stimulating guide to teachers concerned with the new examination. The chapter on geography contains many helpful suggestions on how geography should be taught. M.L.

CLARKE, J. D. *Practical Geography for the Primary School*. Macmillan, 250 pp. 1959 (1st pub. 1953) 10s.

This is a book for teachers in West African schools. It covers most aspects of practical work in mapping suitable for junior children and then gives an outline of a four-year course. The details given in connexion with African local geography will be found interesting by teachers in Great Britain.

CLAYTON, R. (Ed.). *The Geography of Greater London*. Philip. 364 pp. approx. Published 30th June, 1964. (See. p. 384.)

FAGG, C. C., AND HUTCHINGS, G. E. *An Introduction to Regional Surveying*. C.U.P. 162 pp. 1930. *Out of print*.

A clear and comprehensive account of the aims and methods of regional surveying. Its method of approach and general standard are perhaps better suited to the needs of local scientific bodies and voluntary organizations than to those of schools, but it should be read by all geography teachers. The map and diagram work will be found particularly useful.

FAIRGRIEVE, J. *Geography in School*. U.L.P. 436 pp. 1951 (1st pub. 1926). 14s. *Out of print*.

A comprehensive book on the teaching of geography by an acknowledged authority on the subject. A standard work.

GARNETT, OLIVE. *Fundamentals in School Geography*. Harrap. 332 pp. 1949 (1st pub. 1934). 10s. 6d.

This is a classic on the methods of teaching geography in primary schools.

Geography in Education. Educational Pamphlet No. 39. H.M.S.O. 76 pp. 1960. 5s.

A brilliant summary of present-day geography and the part it should play in school. M.L.

Geography in Secondary Schools: with special reference to the secondary modern school. BRIAULT, E.W.H. AND SHAVE, D.W. (See Geographical Association, p. 206.)

Geography in Secondary Schools. Scottish Education Department. H.M.S.O. 47 pp. 1958. 2s. 6d.

After the aims, content and method of school geography, schemes of work are discussed in some detail.

GIFFARD, E.O. *Geography Rooms.* Philip. 48 pp. 1961. 1s. 6d.

This book deals with the design and equipment of geography rooms and includes conversion of existing rooms and temporary buildings. The equipment includes globes, maps, reference atlases, books and journals, meteorological and surveying instruments and visual aids desirable in a geography room. A useful guide for all geography teachers. V.H.W.

GOPSILL, G.A. *The Teaching of Geography.* Macmillan. 316 pp. 1961. (1st pub. 1956). 25s.

This book provides a clearly written and full review of the principles and methods of geography teaching in primary and secondary schools. In admirable detail the author describes every aspect of classroom practice, including the care and maintenance of visual aids, the making of models, diagrams, etc. He gives full bibliographies, sources of material, etc. There are numerous illustrations and maps. The new edition includes more up-to-date material in the chapter dealing with informal teaching methods, further comment on the value of television broadcasts, new ideas on geography room layout. The appendices, which include book lists and sources of teaching material, have also been modified.

GRIFFITHS, V.L. AND ABD RAHMAN ALI TAH. *Beginning Geography in Africa and Elsewhere.* Evans. 118 pp. 7s. 6d.

Good teaching suggestions for junior work giving simple practical details. The book was designed for use in the Sudan but is worth studying for its universal quality suggested in the title 'and elsewhere'. There are fourteen diagrams and sketch-maps.

LEWIS, G.E.D. *Teacher's Handbook.* Junior Malayan Geographies Book I. Longmans. 70 pp. 1954. 6s.

Contains a description of a course for Standard I in Singapore schools (Standard 3, Federation), with detailed advice on procedure and methods to be used. Almost wholly concerned with the teaching of map skills, but many suggestions for local work and excursions are included.

MACKINDER, THE RIGHT HON. SIR H.J. *Elementary Studies in Geography and History. Out of print.* Our Own Islands (see p. 409). Lands Beyond the Channel (see p. 422). Distant Lands (see p. 405). Philip.

SIMPSON, R. *Geological Map Exercises*. Philip. 64 pp. 1961. 7s. 6d.
(See p. 324.)

Teaching Geography in Junior Schools. Geographical Association.
(See p. 206.)

The Teaching of Geography in Secondary Schools. Philip, for the Incorporated Association of Assistant Masters in Secondary Schools. 512 pp. 1962 (4th edition) (1st pub. 1935) 18s. 6d.

This is an indispensable reference book for all teachers of geography in secondary schools, both grammar and secondary modern. It has innumerable useful ideas and the details of methods of teaching are full of suggestions. It has a full and valuable bibliography of articles and books.

THOMAS, HELEN G. *Teaching Geography*. Ginn. 176 pp. 1961 (1st pub. 1936). 6s. 3d.

A discussion of the principles and methods underlying geography, with special reference to the material of *Geography, First Series* and to the use of the series. It is not a comprehensive handbook for general use apart from the series. (See pp. 222 and 250.)

UNESCO. *Some suggestions on the Teaching of Geography towards world understanding*. H.M.S.O. 1952. 4s.

WOOD, G. A. *Geography in Schools*. Blackie. 190 pp. 1957. 10s. 9d.

A very useful statement of the fundamental principles of teaching geography, illustrated by a stimulating and varied series of well tried classroom experiences at each stage of primary and secondary school work. There are four coloured pictures of children's work, two maps and a diagram.

PERIODICALS

The Advancement of Science. Journal of the British Association for the Advancement of Science, 3 Sanctuary Buildings, Great Smith Street, London, S.W.1. Six issues a year. Annual subscription, 40s.; single issue, 7s. 6d.

Miscellaneous articles on geographical subjects include the Address of President of the Geographical Section.

Agriculture. Monthly. H.M.S.O. Annual subscription, 14s; single issue, 1s.

Annals of the Association of American Geographers. Map Division, Central Office, Library of Congress, Washington, 25, D.C., U.S.A. Four issues a year \$2.50. Association of American Geographers, Editor: R. S. Platt, 1785 Massachusetts Avenue, N.W., Washington 6, D.C.

Canadian Geographer. Canadian Association of Geographers, Toronto. Annual subscription \$7.00, individual copies \$2.00.

Canadian Geographical Journal. Royal Canadian Geographical Society, 54 Park Avenue, Ottawa, 4. Canada.

East Midland Geographer. Editorial Secretary, Department of Geography, University of Nottingham. Two issues per annum. 7s. 6d.

Economic Geography. Quarterly. Clark University, Worcester, 10, Mass., U.S.A. Annual subscription \$7.50 (1954).

Field Studies Journal. Field Studies Council. Annual. 10s. 6d. per issue.

Financial Times Special Review. Book numbers available from Langham House. Each review is a survey on a specific topic.

Focus. Monthly. National Association of Public School Adult Educators. Editor: J. T. Parke, 1201, 16th Street N.W. Washington 6 D.C., U.S.A. Annual subscription \$5.

This periodical gives the geographical background to specific world problems. It provides a most valuable concise statement of the essential geographical facts with maps.

The Geographical Journal. The quarterly journal of the Royal Geographical Society. (See p. 208.)

The Geographical Magazine. Monthly. Geographical Magazine Ltd. (Times Pub. Co.). Annual subscription, 45s. post free; single issue, 3s. 6d.

No school library should be without this magazine. It is lavishly illustrated, often by striking coloured photographs, and its articles are a valuable source of information on geographical conditions in the world of the present day described in a style which will interest pupils and also create a desire to read modern travel literature.

The Geographical Review. American Geographical Society. Editor: W. B. Fairchild, Broadway at 156th Street, New York 32, N.Y., U.S.A. Quarterly. Annual subscription, \$9.50.

Geographical Studies. Department of Geography, The University, Birmingham, 5. Subscription, 20s. to Mr. B. L. C. Johnson.

A publication of geographical research and discussion.

Geography. Quarterly journal of The Geographical Association. (See p. 205.)

HARRIS, C.D. AND FELLMANN, J.D. *International List of Geographical Serials*. University of Chicago, June 1960.

A source for information about foreign geographical periodicals.

National Geographical Magazine. (See p. 156.)

The Journal of Commerce and Shipping Telegraph. Daily. 3d. 6 and 8 Fenchurch Buildings, Fenchurch Street, London, E.C.3.

Details of the movements of all shipping lines are given, so that world voyages are covered in consecutive issues of a few weeks.

The Journal of Geography. The official organ of the National Council of Geography Teachers, published monthly except June, July and August. A. J. Nystrom & Co., 3333 Elston Avenue, Chicago 13, U.S.A. Annual subscription, \$5.00.

This American magazine contains useful articles on geography, usually written in non-technical language, and also interesting articles on the teaching of geography written from the standpoint of the needs of American schools.

Pictorial Education. Monthly. Evans. Annual subscription £1. 12s. (including Pictorial Education quarterly 40s. 6d.); single issues, 2s. 3d. for Pictorial Education and 2s. for Pictorial Education Quarterly. A most useful source of geographical pictures. Notes and schemes of work supplement the pictorial material.

Quarterly Journal of the Royal Meteorological Society. (See p. 220.) Published quarterly by the Royal Meteorological Society. Annual subscription £7., single issue £2.

The Shipping World. Weekly. Benn Brothers Ltd., Fleet Street, E.C.4. Annual subscription 100s.; single issue 2s.

The Times Review of Industry and Technology. Monthly. Times Pub. Co. 2s. 6d. per issue.

Transactions. Institute of British Geographers. (See p. 207.) Two issues per annum. Annual subscription £2.

Weather. Monthly journal of the Royal Meteorological Society. (See p. 220.) Annual subscription £1. 6s. 6d. Single issue 2s.

Scottish Geographical Magazine. Royal Scottish Geographical Society, Edinburgh, 3. Three issues per annum. Annual subscription 15s.

Professional Geographer. Association of American Geographers, Editor: P. R. Eriess, Department of Geography, State University, University Park, P.A. Six issues per annum. \$5.

Publications in Geography. University of California.

MARGUERITE WEST

REFERENCE BOOKS

Australia, Commonwealth Year Book. Commonwealth Bureau of Census and Statistics, Canberra.

Australia Official Handbook. Australian National Publicity Association, Melbourne.

A useful summary with many useful maps.

BAKELESS, J. *The Eyes of Discovery.* Dover Publications Inc., New York (Constable). 439 pp. 1961 (1st pub. 1950). 16s.

Great emphasis laid upon the history of the early colonization of North America. There are sixty-eight illustrations, mainly sketches, but the work would benefit by the inclusion of more maps. It is particularly good in its descriptions of flora and fauna. H.R.C.

BARTHOLOMEW, J. AND SON LTD. *Survey Gazetteer of the British Isles.* Bartholomew. 780 pp. 1960. 45s.

Contains details of over 90,000 cities, towns, hamlets, estates, rivers, lakes, mountains, etc., in the British Isles. Where applicable details are given of its population (not up to date), parish, nearest railway station, industries, occupations and local history. R.A.

Canada. Dominion Bureau of Statistics, Ottawa.

A useful selection of facts from the *Canada Year Book*, with illustrations.

Canada Year Book. Dominion Bureau of Statistics, Ottawa.

A most valuable source book of statistics and information with many useful maps.

CLARK, G.S. AND DAVIES, E.N. '*O*' Level Tests in Geography. Methuen. 259 pp. 1962.

A book consisting of twenty timed question papers of 'O' level standard, and 450 separate questions classified by subject matter. It is likely to be useful to teachers preparing school examinations at this standard. M.S.

CLARK, KENNETH. *Landscape into Art.* Pelican, Penguin Books. 5s.

COLE, J.D. *Geography of World Affairs.* Pelican. Penguin Books. 5s.

Concise Glossary of Geographical Terms. SWAYNE, J.C. 164 pp. 1962 (1956). 6s. 6d.

This handy book contains over 2,000 definitions of terms that are current in all branches of the subject.

Concise Oxford Dictionary of Place-Names. EKWALL, E. O.U.P. 600 pp. 1960 (4th edition). 55s.

The standard general book on English Place-names. It has been described as a 'masterpiece of scholarship and erudition'. C.E.F.

East Africa, Year Book and Guide. GORDON-BROWN, A. (Ed.). Hale. (See p. 394.)

EKWALL, E. *Street Names of the City of London.* O.U.P. 209 pp. 1954. 21s.

A systematic etymological study of street names of old London and the City. There is an introductory essay on problems bound up with names. This is a specialist and in a sense technical book, but would be useful for anyone working in London or on Historical Geography. C.E.F.

Encyclopaedia Britannica and *Chambers's Encyclopaedia*.

The articles on the respective counties, towns, etc., are usually rich in scientific and historical data of the kind which will suggest profitable lines of local research.

FULLARD, H. (Ed.). *Geographical Digest.* Philip. 80 pp. 8s. 6d. published each spring.

An exceptionally useful, up-to-date publication of numerous geographical facts and figures. It also provides data on all significant changes and development during the previous year, and should be in the possession of every geographer. V.H.W.

Geographical Names for British Official Use, Permanent Committee. Stanford.

Some thirty lists of names in different parts of the world. Includes various glossaries and alphabets of foreign languages. Geography teachers should use the spelling recommended in these lists and thus help towards a uniform spelling of place-names.

HAYSTEAD, L., AND FITE, G.C. *The Agricultural Regions of the United States.* Methuen. 288 pp. 1958 (1955). 42s.

An up-to-date detailed regional treatise of U.S. agriculture with a distinct economic bias. Useful as indicating recent trends and possible future developments, with facts on soil and soil conservation. There are thirty-six illustrations and seventy-seven maps and charts.

Israel Year Book. TÖLKOWSKY, A. Israel Publications Ltd. A source of current economic facts.

Kelly's Town Directories. Kelly's Directories Ltd., 186 Strand, London, W.C.2.

These well-known volumes give a good deal of valuable information on the basis of civil administrative units in Britain.

The Middle East. Europe Publications Ltd.

Separate sections are devoted to the economic facts of each of the countries of the Middle East.

New Zealand Official Year Book. Census and Statistics Department, Wellington.

Norway Year Book. MORTENSEN, S., AND SKOIEN, A. Grundt Tanum, Oslo.

This book includes a very useful section on the industries of Norway.

Pacific Islands Year Book. ROBSON, R. W. Pacific Publications Ltd., Sydney.

A source book of useful information.

Southern Africa, Year Book and Guide. GORDON-BROWN, A. (Ed.). Hale. (See p. 394).

Southern Rhodesia, Official Year Book. Central African Statistical Office, Salisbury, Southern Rhodesia.

The Statesman's Year Book. STEINBERG, S. H. Macmillan.

The standard and well-known source for the essential statistics of every country in the world.

Statistical Abstract of the United States. U.S. Department of Commerce, Washington.

Sources of Statistics. (See p. 467.)

STAMP, L. DUDLEY. *Applied Geography.* Pelican. Penguin Books. 3s. 6d.

STAMP, L. DUDLEY (Ed.). *A Glossary of Geographical Terms.* Longmans, 539 pp. 1961. 68s.

An informative and extremely useful glossary prepared by a committee of the British Association for the Advancement of Science. Produced by experts, it covers a full range of geographical studies, and includes quotations from standard works. An excellent book. M.L.

STAMP, L. DUDLEY. *India, Pakistan, Ceylon and Burma.* Reprint from 9th edition of *Asia in Advanced Geography Series.* (See p. 469.) Methuen. (See pp. 301, 432 and 434.)

STEEL, R. W. AND PROTHERO, R. M. (Eds.). *Geographers and the Tropics: Liverpool Essays.* Longmans. (In preparation.)

The book is a series of essays published for the Twentieth International Geographical Congress. The essays, concerned with tropical areas, cover a variety of

subjects from physical to applied geography. These are preceded by a guide to present geographical research on the tropical regions. H.J.S.

The Times and *The Guardian* are valuable for articles for keeping geography up to date, for their pictures, and for weather and shipping statistics, etc. The special supplements, issued from time to time, on economic and political affairs are very useful.

Union of South Africa, Official Year Book. Bureau of Census and Statistics.

The Victoria Histories of the Counties of England.

The large volumes of this work contain long and informative articles on geology, natural history, etc., of the counties in addition to the valuable historical material. They are discursive, however, and therefore not in accordance with the traditions of regional survey.

WALKER, D.S. *A Geography of Italy*. Methuen. 256 pp. 1958. 30s.

A sound full-scale geography of Italy with an historical introduction, the physical background, a detailed regional study and an economic section with up-to-date information on industries and resources. Most interesting and useful, but pictures disappointing—not well reproduced and not always useful.

West Indies and Caribbean Year Book. Skinner.

A source book of up-to-date economic facts for the islands and mainland territories of Central America, Venezuela, Guiana and Colombia.

Whitaker's Almanack. Whitaker. 25s.; library edition, 42s.; shorter edition 12s. 6d.

A mine of general information, specially useful to geography teachers for the daily astronomical and meteorological records of Greenwich, for tidal and other tables, for the constitution and government of states and statistics of area, population, trade, and similar details.

World Directory of Geographers. American Geographical Society, for the International Geographical Union. 167 pp. 1952.

There is a list of 3,517 geographers with details of their chief interests in the subject.

BIBLIOGRAPHIES

Bibliographie Géographique Internationale.

This is an authoritative bibliography, published annually.

Current Geographical Publications. American Geographical Society. Published annually since 1938.

Each issue contains about 600 titles of books, periodicals, articles and maps, arranged regionally and according to subject, together with a catalogue of selected photographs.

Ministry of Agriculture and Fisheries, Bulletin No. 78. (See p. 402.)

WRIGHT, J.K., AND PRATT, T. *Aids to Geographical Research*. American Geographical Society Research Series, No. 22. O.U.P. 344 pp. 1947 (1st pub. 1923). 40s.

This is an important reference work. It contains selected lists of texts on all branches of geographical study, and includes maps and atlases.

SOURCES OF STATISTICS

The layout of statistical tables suitable for school purposes can be found in most reputable textbooks. The main problem is to keep the figures up to date. Broadly speaking, annual figures are sufficient, and most purposes are served either by reference to British official sources, or to United Nations publications. The United Nations tables, dealing with a wide range of countries, employ common units as far as possible, but it should be remembered that these figures are compiled from national surveys which vary in quality. Careful attention is necessary, therefore, when using these tables, to understand the scope of the survey and the limitations of the units employed. Always read any notes that appear at the beginning of the publication, and all footnotes to the individual tables themselves.

The most succinct guide to the welter of information published is the little booklet published monthly by H.M.S.O. called *Government Publications*. This includes not only British sources, but also United Nations and O.E.C. issues.

WORLD

United Nations

World Economic Survey, 1962. 15s. (15s. 9d.)

Statistical Yearbook, 1962, cloth bound 75s. (77s. 9d.); paper 60s. (62s. 6d.)

Food and Agriculture Organization, *Food and Agricultural Statistics Yearbook*, Part 1. Production, 17s. 6d. (19s. 3d.). Part 2. Trade, 17s. 6d. (19s. 3d.) Note. Part 2 not printed for 1957.

Demographic Yearbook. 60s. (62s. 6d.).

Fishery Statistics Yearbook. 25s. (27s. 9d.).

Forest Products Statistics Yearbook. 12s. 6d. (13s. 6d.).

Economic Bulletin for Asia and the Far East. Quarterly, 4s. (4s. 8d.) each. Annual subscription (including annual *Economic Survey*, price 22s. 6d.), 28s. 6d.

Economic Bulletin for Latin America. Half-yearly, 10s. 6d. (11s. 2d.).

The Statesman's Yearbook. Macmillan. 1963. 50s.

Tables of Temperature, Relative Humidity and Precipitation for the World. Meteorological Office. Part I. 9s. (9s. 6d.). Part II. 6s. (6s. 11d.). Part III. 14s. (15s.). Part IV. 20s. (21s. 2d.). Part V. 13s. 6d. (14s. 1d.). Part VI. 7s. (7s. 5d.). (See p. 82-83.)

UNITED KINGDOM

Annual Abstract of Statistics. 1963. 22s. 6d. (24s.).

Agricultural Statistics, England and Wales, 1960-61. 11s. (11s. 7d.).

Statistical Yearbook, British Iron and Steel Federation, Statistics Department, 7 Old Park Lane, London, W.1. 7s. 6d. Latest available, 1962 (1963 available in July 1964).

Weather Report, Monthly, Meteorological Office, H.M.S.O. 2s. 9d.

Annual Statement of the Trade of the United Kingdom. Four vols. Latest available:

- Vol. 1. 1961. (published 1963). 110s. (112s. 3d.).
- Vol. 2. 1961. (published 1963). 220s. (222s. 6d.).
- Vol. 3. 1961. (published 1963). 315s. (317s. 9d.).
- Vol. 4. 1961. (published 1963). 170s. (172s. 3d.).

Published triennially. Most useful geographically—Vol. 1. Commodity basis. Vol. 4. By country of origin and destination. Vol. 4. Supplement, Imports and Exports by ports and airports.

Colonial Office. *Annual Digest of Statistics.* 10s. 6d. (10s. 11d.).

The Times Review of Industry and Technology. Monthly. 2s. 6d. Obtainable through any newsagent.

EUROPE

United Nations

Economic Bulletin for Europe. Bi-annual, priced according to size.

Coal Statistics for Europe. Quarterly. 7s. 6d. each (8s. 1d.). Annual subscription 25s.

Transport Statistics for Europe. 1961. 7s. (7s. 8d.).

Organization for Economic Co-operation and Development.

Foreign Trade Statistical Bulletins. Series C. Trade by Commodities. Quarterly (8 vols. per annum and 1 special number), 36s. (39s.). Annual subscription £7. Series A. Overseas Trade by Origin and Destination. Alternate months. 9s. (10s. 2d.). Annual subscription 50s.

Prices refer to publications current at the time of compilation. Prices in brackets include postage.

All the above publications, unless otherwise indicated, are obtainable from Her Majesty's Stationery Office, P.O. Box 569, London, S.E. 1.

M. SIMONS.

Teachers are also referred to the following books:

ELLIOTT, S.J., AND GOADBY, T.S. *Geographical Statistics.* Cassell (Gregg Publishing Co.). 63 pp. 1951 (1st pub. 1930). 5s.

A source book of world geographical statistics for areas and population, climate (temperature and rainfall), production of the chief commodities, and the value of United Kingdom exports and imports. The statistics for world commerce are for 1949; population figures are for 1951.

GREGORY, S. *Statistical Methods and the Geographer.* Geographies for Advanced Study. Longmans. 237 pp. 1963. 30s.

'A selection of useful methods that can be applied in the field of geography are presented and illustrated in terms of problems which the geographer can understand.' The statistics cover means, deviation and variability, frequency curves, sampling and correlation. The applications are particularly in the fields of physical and economic geography. There are forty-four maps, mostly graphs. (See p. 471.) H.J.S.

SERIES (TEACHERS AND SIXTH FORMS)

Advanced Geographies. Wales, a Physical, Historical and Regional Geography (see p. 416). Germany (see p. 425). The Middle East: A Physical, Social and Regional Geography (see p. 434). Africa: A Social, Economic and Political Geography of its Major Regions (see p. 437). Ireland: Its Physical, Historical, Social and Economic Geography (see p. 417). N. America (see p. 440). Map Projections (see p. 455). Climatology (see p. 372). The Skin of the Earth (see p. 362). Maps and Diagrams (see p. 455). Southern Europe (see p. 423).

France: A Regional and Economic Geography (see p. 427). South America: An Economic and Regional Geography (see p. 446). India and Pakistan (see p. 434). An Economic Geography of Great Britain (see p. 410). Asia (see p. 432). Australia: A Study of Warm Environments and their Effect on British Settlement (see p. 450). Canada: A Study of Cool, Continental Environments and their Effect on British Settlement (see p. 444). The Earth's Problem Climates (see p. 373). Anglo-America: A Regional Geography of the U.S.A. and Canada (see p. 440). A Geography of Spain and Portugal (see p. 424). The Soviet Far East: A Survey of its Physical Economic Geography (see p. 429). Coastal and Submarine Morphology. Methuen.

Advanced Geography. Chatto and Windus. (See p. 342.)

Advanced Level Geography. I. Australia and New Zealand (see p. 449). II. The Mediterranean Lands (see p. 423). III. South America. (see p. 446). IV. North America (see p. 439). *In preparation:* Western Europe. The Monsoon Lands. University Tutorial Press.

Batsford Britain Series. English Inn. English Villages (see p. 412). The Highlands (see p. 415). My Ireland (see p. 418). London. Batsford.

Commonwealth Bureau of Dairy Science and Technology. Reprints of Review Articles from Dairy Science Abstracts. 18. Recent dairy research in the Netherlands (see p. 396). 19. Recent dairy research in the Netherlands. II (see p. 397). 88. Notes on milk and indigenous dairy products in Pakistan (see p. 396).

Commonwealth Bureau of Horticulture and Plantation Crops. No. 15. Spring Frost Damage in Orchards and its Possible Prevention (see p. 376). 26. Horticulture in the British Commonwealth. An Outline (see p. 376).

Commonwealth Bureau of Pastures and Field Crops. Bulletins No. 35. The Forage Resources of Latin America: El Salvador (see p. 448). 36. The Grasslands of Latin America (see p. 448). 37. The Forage Resources of Latin America: Peru (see p. 445). 41. Management and Conservation of Vegetation in Africa (see p. 438).

Commonwealth Bureau of Soils. Technical Communications. 43. Land Classification (see p. 401). 45. The Practice of Soil Conservation in the

British Colonial Empire (see p. 370). 47. Laterite and Lateritic Soils (see p. 370). 50. Relations Between Water and Soil (see p. 369). 51. The Soil Under Shifting Cultivation (see p. 369).

The County Books. General Editor: B. VESEY-FITZGERALD. Hale. (See p. 284.)

Elementary Studies in Geography and History. Out of print. MACKINER, THE RIGHT HON. SIR. H. J. Our Own Islands (see p. 409). Lands Beyond the Channel (see p. 422.) Distant Lands (see p. 405). Philip.

Geographies for Advanced Study. Central Europe (see p. 427). The Scandinavian World (see pp. 423 and 427). North America (see. p. 442). Land, People, Economy in Malaya (see p. 431). A Regional Geography of Western Europe (see p. 422). West Africa (see p. 436). Statistical methods and the geographer (see p. 469). Geomorphology (see p. 362). The Western Mediterranean World (see p. 426). Malaya, Indonesia, Borneo and the Philippines (see p. 431). The Soviet Union (see p. 428). The Tropical World (see p. 405). Longmans.

Hutchinson Advanced Geographies. RAWSON, R. R. The Monsoon Lands of Asia (see p. 431). MEAD, W. R. AND BROWN, E. H. The United States and Canada (see p. 440.)

The Land of Britain. Stanford. (Geographical Publications). (See p. 418.)

Liverpool Studies in Geography. SMITH, W. (Ed.). Maps and Politics (see p. 391). The Belgian Kempenland (see p. 426). Sandy Shores in South Lancashire (see p. 361). The Making of England. Liverpool University Press.

London School of Economics Monographs on Social Anthropology. Marsh Dwellers of the Euphrates Delta (see p. 391). Studies in Applied Anthropology (see p. 390). Athlone Press.

The Making of the English Landscape. HOSKINS, W. G. (Ed.). Hodder and Stoughton. 1. The Making of the English Landscape (see p. 414). 2 Cornwall (see p. 412). 3. Lancashire (see p. 414). 4. Gloucestershire (see p. 413). Leicestershire and Rutland.

Nelson's Regions of the British Isles Series. SMAILES, A. E. North

England (see p. 410). O'DELL, A.C., AND WALTON, K.M. The Scottish Highlands and Islands (see p. 415).

The purpose of this series is to present the contemporary geography of major regions in the light of their physical and human history.

The New Naturalist Series. Collins. 3. London's Natural History (see p. 413). 4. Britain's Structure and Scenery (see p. 368). 11. Mountains and Moorlands (see p. 376). 18. A Natural History of Man in Britain (see p. 408). 22. Climate and the British Scene (see p. 372). 25. The Sea Coast (see p. 411). 26. The Weald (see p. 415). 27. Dartmoor (see p. 413). 31. Man and the Land (see p. 375). 34. The Open Sea: The World of Plankton (see p. 374). 35. The World of the Soil (see p. 370). 37. The Open Sea: Fish and Fisheries (see p. 374). 42. Fossils (see p. 368). 44. The Peak District (see p. 413). 45. The Common Lands of England and Wales (see p. 409).

A Pictorial Survey of England and Wales. Section I. C. F. W. R. Gullick: The Oxford Region (see p. 413). Section II. F. Debenham: East Anglia (*Out of print.*) E. F. Mills: South-east England. A. A. L. Caesar: North-east England. M. J. Wise: The Midlands. (all *Out of print.*) H. Thorpe: Lancastria and Adjacent Areas. Philip.

The Regional Books. General Editor: B. VESEY-FITZGERALD. Hale. (See pp. 285-286).

A Regional Geography for Advanced and Scholarship Courses. STAMP, L. DUDLEY. I. The Americas. 274 pp. 1959 (1st pub. 1930). 20s. 6d. II. Africa. 271 pp. 1963 (1st pub. 1934). 20s. 6d. III. Australia and New Zealand. 119 pp. 1961 (1st pub. 1930). 14s. 6d. IV. Asia. 239 pp. 1961 (1st pub. 1930). 18s. 6d. V. Europe and the Mediterranean. 336 pp. 1960 (1st pub. 1931). 25s. Longmans.

These standard works are masterpieces of clear writing and neat condensation and should be in every school library. They have clear sketch-maps but no pictorial illustrations. There are numerous exercises selected from examination papers. Emphasis throughout is upon regional geography.

ROYAL INSTITUTE OF INTERNATIONAL AFFAIRS. The Middle East: A Political and Economic Survey, edited by Sir Reader Bullard, 568 pp., 3rd edition 1958 (1950), 45s. Latin American History by R. A. Humphreys, 212 pp. 1958. 25s. Argentina by George Pendle. 228 pp., 3rd edition 1963 (1955). 25s. Bolivia by H. Osborne. 181 pp., 4th edition 1964 (1954). British Guiana by Raymond T. Smith. 226 pp. 1962. 25s. British Honduras by D. A. G. Waddell. 160 pp. 1961. 18s. Chile by Gilbert J. Butland. 136 pp. 3rd edition, 1956 (1951). 18s. Ecuador by Lilo Linke. 204 pp. 3rd edition, 1960

(1954). 25s. Mexico by Howard F. Cline. 392 pp. 1962. 42s. Paraguay by George Pendle. 128 pp. 2nd edition 1956 (1954). 15s. Peru by R. J. Owens. 200 pp. 1963. 25s. Uruguay by George Pendle. 120 pp. 3rd edition 1963 (1952). 21s. Venezuela by Edwin Lieuwen. 202 pp. 1961. 25s.

These books provide up-to-date statistics and give useful summaries of the geography and economy of the countries concerned.

Shell Guides. BETJEMAN, J. (Ed.). Faber. (See pp. 394-395, 414, 417.)

Studies in Regional Planning. DAYSH, G. H. J. (Ed.). The Highlands and Isles (*Out of print*). Central Scotland (*Out of print*). The North-East of England (*Out of print*). Cumberland (see p. 412.) The East Midlands (*Out of print*). Gloucester-Wiltshire-Somerset (see p. 412) Devon and Cornwall (see p. 412). Composite volume (see p. 407). Philip.

These well-produced studies show the place of geography in planning. They are of great value in giving up-to-date facts concerning economic and social life. Many valuable maps are included.

A Systematic Regional Geography. UNSTEAD, J. F. I. The British Isles. 292 pp. 1960 (1935). 18s. II. Europe. 404 pp. 1961 (1939). 25s. III. A World Survey. 452 pp. 1957 (1948). 25s. IV. ROBINSON, K. W. Australia, New Zealand and the South-west Pacific. 340 pp. 1960. 27s. 6d. V. DOBBY, E. H. G. Monsoon Asia. 381 pp. 1961. 27s. 6d. VI. PARKER, W. H. Anglo-America. 404 pp. 1962. 30s. U.L.P.

Standard texts for sixth forms and first-year training college work, mainly based on the major natural regions.

Teach Yourself Geography. DEBENHAM, F. (Ed.). Geography of Living Things (see p. 375). Economic Geography (see p. 399). Physical Geography (see p. 362). The Use of Geography (see p. 456). Historical Geography (see p. 388). English Universities Press.

The Third Statistical Account of Scotland. Various authors. 1. The Country of Ayr. 30s. (see p. 416). 2. The County of Fife. 30s. (see p. 416). 3. The County of East Lothian. 30s. (see p. 416). 4. The City of Aberdeen. 30s. (see p. 415). 5. The City of Glasgow. 50s. 6. The County of Dunbarton. 42s. 7. The County of Aberdeen. 42s. 8. The County of Lanark. 42s. 9. The County of Argyll. *Out of print*. 10. The County of Banff. 42s. 11. The Counties of Renfrew and Bute. 42s. 12. The County of Dumfries. 42s. 1-4, Oliver and Boyd, 1951-53. 5-12, Collins, 1958-.

This Third Statistical Account of Scotland was begun in 1944 and, in addition to the twelve volumes already published, a further fifteen are planned to complete the series. It is a successor to the First Statistical Account published between 1791 and

1798 and the Second Statistical Account published between 1834 and 1845. Each volume is both an exhaustive collection of facts and figures and a living description of the areas as they are today. It provides unique sources of information for social geographers, economists and historians. **K.H.N.**

Tropical Agriculture. RHIND, D. (Ed.). Rice (see p. 401). Tea (see p. 401). Cocoa (see p. 400). Longmans.

SECTION IX

GEOGRAPHY IN LITERATURE, EXPLORATION AND TRAVEL

The purpose of this section is to provide a list of books which may be useful to teachers seeking detailed information of the kind that is not normally found in geography textbooks. Most of the volumes in this section fall into the broad category of 'travel' books and are mainly written for adults. A few, however, are children's books.

Some teachers have found it helpful to convert the descriptions in books such as these to their own words for teaching purposes but others find it useful sometimes to read selected passages direct to their classes. Frequently exercises such as map drawing, sketching and further descriptive work are based on the passages read. But, however the information is introduced into the classroom, the main value of this type of book is the detailed information which provides a vivid background to more formal geographical knowledge.

THE WORLD

(a) THE LAND

CONRAD, JOSEPH. 1. *An Outcast of the Islands*, Part IV. 5.
A thunderstorm in Borneo.

2. *Chance*.

The English climate.

3. *Typhoon*. Chapter II to end.

An excellent account of a typhoon.

NEWHOUSE, F., IONIDES, M.G., AND LACEY, G. *Irrigation*. Longmans.
1950.

PICKWELL, G. *Deserts*. McGraw-Hill. 1939.

POUNDS, N.J.G. *The Earth and You*. John Murray. 1963.

A general treatment of man and his environment; political divisions, climate and relief.

(b) THE SEA

CARSON, RACHEL L. *The Sea around Us*. Staples. 1951.

COBHAM, SIR ALAN J. *My Flight to the Cape and Back*. Black. 1926.
Australia and Back. Black. 1926.

DRAKE, SIR FRANCIS. *The World Encompassed*. Blackie's English Texts.

Notes of Francis Fletcher and others, 1628.

EARHART, AMELIA. *Last Flight*. Harrap. 1938.

East across the Atlantic.

HARDY, A.C. 1. *Seafood Ships*. Crosby Lockwood. 1947.

The fisheries of the world.

2. *The Book of the Ship*. Sampson Low. 1949.

HARDY, A.C., AND MEGORAN, W. *A Book of Ships*. Puffin Picture Book. 1952.

HEYERDAHL, THOR. *The Kon-Tiki Expedition*. Allen and Unwin. 1950. Pacific 1947.

HOWELL, W. *White Cliffs to Coral Reef*. Odhams Press Ltd. 1957.
 A classic small-boat voyage from London to Vancouver. Information on winds and ocean currents.

LINDBERGH, ANNE MORROW. *Listen! The Wind*. Chatto. 1938.
 Flight, 1933, Santiago, Cape Verde Islands to Natal, Brazil.

PACK, S.W.C. *Anson's Voyage round the World, 1740-4*. Penguin Books.

ROBINSON, W.A. *Voyage to Galapagos*. Cape. 1939.

SLOCUM, CAPT. J. *Sailing alone around the World, 1900*. Hart Davis. 1948.

VOSS, J.C. *The Venturesome Voyages of Captain Voss*. Hart Davis. 1949.

TRAVEL AND EXPLORATION—GENERAL

BESTIC, CAPTAIN A.A. *Kicking Canvas*. Evans. 1957.

BURGESS, A. *The Small Woman*. Evans. 1957.

Strongly recommended.

CAMERON, NIGEL. *To the East a Phoenix*. Hutchinson. 1960.

DENIS, A. *On Safari*. Collins. 1963.

The autobiography of a famous explorer and broadcaster.

HALL, WENDY. *Abroad on the Cheap*. Faber. 1956.

HILLARY, SIR EDMUND (Ed.). *The Boys' Book of Exploration*. Cassell and Co. 1957.

INNES, HAMMOND. *Harvest of Journeys*. Collins. 1960.

SKELTON, R. A. *Explorers' Maps*. Routledge and Kegan Paul. xii + 338 pp. 1958. 63s. (See p. 393.)

SIM, CATHERINE. *Journey out of Asia*. Robert Hale, 1963.

TONG, R. *African Tales. African Adventure. African Episodes*. Evans. 1956 and 1957.

WELCH, W. *Ferdinand Magellan*. O.U.P. 1955.

WYMER, N. *Great Explorers*. O.U.P. 1956.

EUROPE AND MEDITERRANEAN LANDS

DUFFERIN, LORD. *Letters from High Latitudes*. Everyman. 1857.

GOLDING, L. *Goodbye to Ithaca*. Hutchinson. 1955. *Out of print*. An account of a journey, made in 1953, to the Eastern Mediterranean. A useful background book for Istanbul, Sicily, Troy, Corfu and the island of Ithaca.

HEYGATE, SIR J. *Motor Tramp*. Cape. 1935.

Germany, Austria, Italy, Switzerland, France, England.

HUXLEY, ALDOUS. *The Olive Tree and Other Essays*. Chatto. 1936. p. 266 e.g. In a Tunisian Oasis. p. 297 The Olive Tree (Provence).

MORTON, H. V. *In the Steps of St. Paul*. Methuen. 1936. Mediterranean.

NEWMAN, BERNARD. 1. *Balkan Background*. Hale. 1944. 2. *Middle Eastern Journey*. Gollancz. 1947. 3. *Mediterranean Background*. Hale. 1949.

THE BRITISH ISLES

ALLAN, J. R. *Down on the Farm*. Methuen. 1937.
The monthly round of activities on a mixed Scottish farm.

ATKINSON, R. *Island Going*. Collins. 1949.
The remoter islands of north-west Scotland.

BATES, L. M. *The Londoner's River*. Muller. 1949.

BECKETT, ARTHUR. *The Spirit of the Downs*. Methuen. 1909.

BENNETT, ARNOLD. 1. *The Grim Smile of the Five Towns*. 1907.
2. *The Old Wives' Tale*. 1908. 3. *Clayhanger*. 1910.
Novels with a setting in the Potteries.

BLOOM, A. *The Farm in the Fen*. Faber. 1944.

CANNAN, J. *Hamish: The Story of a Shetland Pony*. Puffin Picture Book. 1944.

COBBETT, WILLIAM. *Rural Rides, 1821-32*. Everyman, Dent.
Nelson's Classics.

Includes 'Rides' through twenty-seven counties of England in the south, east, and north-east and the Midlands. Describes social conditions and agricultural practices. Especially valuable in rural districts.

CORNISH, VAUGHAN. *The Poetic Impression of Natural Scenery*. Sifton Praed. 1931.

DEFOE, DANIEL. *A Tour Through England and Wales (1724-6)*. Everyman, Dent.

Covers the whole of England in districts. Gives the economic and social condition of England. Useful for tours.

DRAYTON, MICHAEL. *Polyolbion or a Chorographical Description of all the Tracts, Rivers, Mountains . . . of Great Britain*. Published 1613-22.

FIRBANK, D. *I Bought a Mountain*. Harrap. 1940.
North Wales.

FITTER, R. S. R. *London's Natural History*. Collins. 1945.

GARDNER, ARTHUR. *Western Highlands*. Batsford. 1947.

GARRATT, G. T. *Hundred-Acre Farm*. Longmans. 1928.

HAGGARD, RIDER. *Rural England*, 1901-2. Longmans. Two vols.
Covers twenty-seven counties, largely agricultural.

HANCOCK, C. V. *East and West of Severn*. Faber. 1956.

HARRIS, P. J., AND HARTOP, P. W. *Northamptonshire, its Land and People*. 40 King Edward Road, Northampton. 1950.

HARTLEY, L. P. *The Countryman's England*. Batsford.

HAWKES, JACQUETTA. *A Land*. Cresset Press. 1951. (See p. 409.)

HUDSON, W. H. *A Shepherd's Life*. Methuen. 1910.
Wiltshire Downs.

HUDSON, W. H. *Afoot in England*. The Wayfarers' Library. Dent.
Twenty-five pleasant essays of scenes in the counties of Cornwall, Devon, Somerset, Dorset, Wiltshire, Berkshire, Hampshire, Surrey, Norfolk and Suffolk. A book for teachers and advanced scholars.

KINGSLEY, CHARLES. *Hereward the Wake*.
The Fen District and the Low Countries.

LLEWELLYN, R. *How Green was My Valley*. Joseph. 1939.
South Wales.

LOCKLEY, R. M. *I know an Island*. Harrap. 1938.
The small islands of north-west Europe.

MASEFIELD, JOHN. *A Book of Discoveries*. Wells Gardner. 1910.
Rivers, and the geography and history of England.

MAYO, EILEEN. *Animals on the Farm*. Puffin Picture Book. 1951.

MORITZ, CARL P. *Travels in England in 1782*. Cassell. O.U.P.
An account of the travels in England by a German gentleman. Moritz describes a journey up the Thames to London, a tour on foot and by coach to Richmond, Windsor, Oxford, Birmingham and Matlock, dealing largely with customs and manners.

MORTON, H. V. 1. *The Heart of London*. 1925. 2. *The Spell of London*. 1926. 3. *The Nights of London*. 1926. 4. *In Search of England*. 1927. 5. *The Call of England*. 1928. 6. *In Search of Scotland*. 1929. 7. *In Search of Ireland*. 1930. 8. *In Search of Wales*. 1932. 9. *In Scotland Again*. 1933. 10. *H. V. Morton's London* (comprises 1, 2 and 3). 1940. 11. *I saw Two Englands*. 1942. 12. *In Search of London*. 1951. Methuen.

OSMOND, L. *The Thames Flows Down*. O.U.P. 1957.

PARKER, ERIC. 1. *Surrey Naturalist*. 2. *Surrey Anthology*. 1952. Hale.

PIPER, JOHN. *Romney Marsh*. King Penguin. 1950.

ROLT, L.T.C. *The Narrow Boat*. Eyre and Spottiswoode. 1944. Midland waterways.

SAYERS, DOROTHY. *The Nine Tailors*. Gollancz. 1934.

A tale of the Fens.

SISSON, MARSHALL. *Country Cottages*. Field Study Books, No. 4. Methuen. 1949.

STREET, A.G. *Farmer's Glory*. Penguin Books. 1951 (1st pub. 1932). Farming life in southern England and western Canada.

TSCHIFFELY, A.F. *Bridle Paths*. Hodder and Stoughton. 1936. A ride through England.

WARD, E.M. *Days in Lakeland*. Methuen. 1949.

WATSON, SIR WILLIAM. *England and her Colonies*.

WINBOLT, S.E. 1. *Britain B.C.* Penguin Books. 1943. 2. *Britain under the Romans*. Penguin Books. 1945.

These books help with the geography of settlement.

YOUNG, ARTHUR. 1. *Tours in England and Wales*. (Selected from the *Annals of Agriculture*).

Reprints of Scarce Tracts in Economics and Political Science, No. 14. London School of Economics and Political Science.

2. *The Farmer's Tour through the East of England*. Four Vols. 1771. W. Strahan.

3. *A Six Months' Tour through the North of England*. Four Vols. 1770. W. Strahan.

4. *A Six Weeks' Tour through the Southern Counties of England and Wales*. 1772 (1st pub. 1768). W. Strahan.

The Making of the English Landscape. HOSKINS, W.G. (Ed.). Hodder and Stoughton.

1. HOSKINS, W.G. *The Making of the English Landscape*.

2. BALCHIN, W. G. V. *Cornwall*.
3. MILLWARD, R. *Lancashire*.
4. FINBERG, H. P. R. *Gloucestershire*.
5. HOSKINS, W. G. *Leicestershire and Rutland*.

Shell Guides. BETJEMAN, J. (Ed.) *Devon*: B. WATSON, 1955. *Herefordshire*: D. VEREY, 1955. *Wiltshire*: D. VEREY. 1956. Faber.

CAMBRIDGESHIRE

BELLOC, HILAIRE. *Hills and the Sea*. Methuen.

Short essays with good geography, on the Fen District, Sussex, Looe, the Atlas Mountains, the Pyrenees, Arles, the Central Plateau, Lorraine and Delft. For teachers.

DEVONSHIRE

BLACKMORE, R. D. *Lorna Doone*.

DURHAM

GRAY, THOMAS. *Letters, 1735-71*. Bell. Vol. III, 1912. Letter 275. Hartlepool. Letter 350. State of the Durham roads in August.

ESSEX

CRIPPS, ARTHUR SHEARLY. *Essex*.

HAMPSHIRE

WHITE, GILBERT. *The Natural History of Selborne* with an introduction and notes by R. M. Lockley. Everyman's Library, Dent. 1949. (First pub. 1789.)

The first nine letters describe the structure and scenery of Selborne, and its situation in the Western Weald.

KENT

BELLOC, HILAIRE. *The Old Road*. Constable. First published 1904. A fascinating account of an attempt to trace the old road from Winchester to Canterbury, with excellent sketch-maps and pictures. Recommended to teachers as a study in geographical method and for local geography.

DAVIDSON, JOHN. 1. *A Cinque Port*. 2. *In Romney Marsh*.

R

LAKE DISTRICT

WARD, E. M. *The Luck of Dolorous Tower*. Warne. 1928.

An exciting story of the Westmorland hills, with an accurate geographical background of the country, climate, people, legends, etc., illustrated with line drawings. For bright children of twelve and upwards.

NORFOLK

BORROW, GEORGE. *Lavengro*.

ROCHEFOUCAULD, FRANÇOIS DE LA. *A Frenchman in England in 1784*, being the 'Melanges sur L'Angleterre', ed. ROBERTS, S. C. C.U.P. 1933.

A record of a tour with Arthur Young to the newly improved lands in Norfolk and Suffolk.

OXFORDSHIRE

GOULD, GERALD. *Oxford*.

SOMERSET

POWYS, LLEWELYN. *Somerset and Dorset Essays*. Macdonald. 1957.

SUSSEX

BAGNOLD, ENID. *Alice and Thomas and Jane*. Heinemann. 1930.

A delightful illustrated story of Brighton, Newhaven and Dieppe for children of ten upwards. It can be read to younger children; grown-ups will enjoy it, too.

BLUNT, WILFRID. 1. *Chanclebury Ring*. 2. *A Day in Sussex*.3. *St. Valentine's Day*.

South Downs.

WARWICKSHIRE

BULLEN, A. H. *By Avon Stream*.

WESSEX

HARDY, THOMAS. *Under the Greenwood Tree*, 1872. *Far From the Madding Crowd*, 1874. *The Return of the Native*, 1878. *The Mayor of Casterbridge*, 1886. *The Woodlanders*, 1887. *Wessex Tales*, 1888. *Tess of the D'Urbervilles*, 1891. *Jude the Obscure*, 1895. *The Well-Beloved*, 1897 (see H. C. Darby, 'The Regional Geography of Thomas Hardy's Wessex', *The Geographical Review* 38 (1948) 426-443).

YORKSHIRE

PRIESTLEY, J. B. *The Good Companions*. Heinemann. 1929.

Chap. I, pp. 1-4, description of a West Riding town and district. Chap. II, pp. 40 and 41, description of the Cotswolds. Chap. III, pp. 72-73, description of the country on the edge of the Fens.

SUTCLIFFE, HALLIWELL. *The Striding Dales*. Warne. 1929.

This book, with its many illustrations, gives the atmosphere of the Yorkshire Dales together with their legends and history. Useful for teachers in the district.

WALES

BORROW, GEORGE. *Wild Wales*.

DEFOE, DANIEL. *A Tour through England and Wales* (1724-26). Everyman, Dent.

Covers the whole of England in districts. Gives the economic and social condition of England. Useful for tours.

HENDERSON, BERNARD, AND JONES, STEPHEN. *Wonder Tales of Ancient Wales*. Philip Allan. 1924.

Fifteen attractive stories which catch the spirit of ancient, legendary Wales and contain a good deal of geographical background, well illustrated with coloured pictures and line drawings. For older children.

YOUNG, ARTHUR. *Tours in England and Wales*. (Selected from the *Annals of Agriculture*.) Reprints of Scarce Tracts in Economics and Political Science, No. 14. London School of Economics and Political Science.

SCOTLAND

DEFOE, DANIEL. *A Tour through Scotland*. Edited by G. D. H. COLE. Peter Davies.

Part of a tour through the whole island of Great Britain.

JOHNSON, DR. SAMUEL. *Journey to the Western Islands of Scotland*. (Together with Boswell's *Tour to the Hebrides* with Dr. Johnson.) O.U.P.

Deals with manners and customs as well as a general description of the islands.

MORRISON, A. M. *Red Dragon Farm*. Faber. 1963.

The story of the redevelopment of a small family farm in Scotland.

SCOTT, SIR WALTER. *Castle Dangerous*.

Chapters 1, 3, 5, 15 and 19. Scenery in Douglasdale, Lanarkshire.

Chapters 6 and 7. Account of a fourteenth-century hunt in Douglasdale.

9. Scottish climate.

SCOTT, SIR WALTER. *Chronicles of the Canongate.*

Chapters 1, 5 and 6 Edinburgh. 2. Clyde and Clydesdale.

SCOTT, SIR WALTER. *The Fair Maid of Perth.*

Chapter 1. Perth and Perthshire. 23. Tay salmon and sea fish from Dundee. 27. Loch Tay and its shores, the mountains in this neighbourhood. 36. River Tay.

SCOTT, SIR WALTER. *Guy Mannering.*

Chapter 1. Sea coast of Dumfries, tides of the Solway Firth. 4. Dumfries, bordering Solway Firth. 21. Highland country contrasted with the level country of the Island of Zealand. 23. Cumberland scenery contrasted with that of the Border Country. 25. A Border farm, a fox hunt in a mountain glen scenery. 26. Salmon fishing at the mouth of the Esk.

SCOTT, SIR WALTER. *The Heart of Midlothian.*

Chapters 8, 11 and 15. Description of Salisbury Crags above Edinburgh. 29. Hilly Scottish country contrasted with flat country around Grantham. 42. Scenery, vegetation and climate of islands in Firth of Clyde. 50. Mountain scenery, Argyllshire.

SCOTT, SIR WALTER. *The Highland Widow.*

Chapter 1. Ben Cruachan and River Awe. 5. Highland scenery, highland roads.

SCOTT, SIR WALTER. *A Legend of Montrose.*

Chapter 2. Description of a pass between the highlands and lowlands of Perthshire. 11. Highland scenery surrounding Loch Fine. 14. Highland scenery.

SCOTT, SIR WALTER. *The Monastery.*

Chapter 1. An account of the agricultural and farming methods formerly employed in the lowlands of Scotland, an account of life in the old 'Peel Towers'—food, fuel, etc. 2. Full and vivid description of a mountain glen in the southern uplands, dark red colour of rocks and 'scaurs'. 3 and 5. Mountain bog and glen, Valley of the Tweed, the Tweed, difference between it and other Scottish rivers. 23. Mountain bogs, mountain lake.

SCOTT, SIR WALTER. *The Pirate.*

This is the story of life in the Shetland Islands. Throughout the book there are excellent descriptions of coast and inland scenery, reference is made to the difficulties of navigation between the islands, the industries, customs, agricultural methods, prehistoric dwellings, animal life, seasons, etc.

SCOTT, SIR WALTER. *Redgauntlet.*

Letter 4. Description of the Solway Firth and its salmon fishing.

SCOTT, SIR WALTER. *Rob Roy.*

Chapter 5. The Cheviots. 19, Glasgow at the beginning of eighteenth century, the foundations of commercial greatness. 27. Scenery north and north-west of Glasgow. 28. Source of the Forth, meaning of 'The Forth bridles the wild highland-man'. 30. Valley of the Forth, highland scenery, Lochs Lomond, Katrine, Ard ('Rob Roy Country'), Pass of Loch Ard. 32. Description of formation of Valley of Aberfoyle and of views from it of Lake Menteith, Stirling Castle, and the Ochil Mountains. 33. River Forth and Fords of Frew. 36. Loch Lomond.

SCOTT, SIR WALTER. *Saint Ronan's Well.*

Chapter 1. Scenery of the southern side of the Forth, a Scottish village at the beginning of the nineteenth century. 25. Climate of Edinburgh—summer and autumn.

SCOTT, SIR WALTER. *Waverley*.

Chapter 16. Description of mountain pass in Perthshire. 19. Description of a highland valley. 22. Mountain streams and waterfall.

SMOLLETT, T. *The Expedition of Humphrey Clinker*.

1771. Letters: 15 and 18 July. To Dr. Lewis from Matt Bramble. 8 August. To Sir Watkin Phillip from J. Melford. 8 August. To Dr. Lewis from Matt Bramble. 3 September. To Sir Watkin Phillip from J. Melford. 28 August. To Dr. Lewis from Matt Bramble. 21 September. To Dr. Lewis from Matt Bramble. 12 September. To Sir Watkin Phillip from J. Melford. 15 September. To Dr. Lewis from Matt Bramble. 20 September. To Dr. Lewis from Matt Bramble.

Letters describing an expedition through northern England and Scotland with observations on character, customs, towns, scenery, climate and crops.

STEVENSON, R. L. *Across the Plains, with other Memories and Essays*.

'Random Memories I.' A description of the coast of Fife. 'Random Memories II.' A description of Caithness and Wick with its herring fisheries. 'The Lantern Bearers.' A description of the coast near North Berwick.

These descriptions have a sharp flavour.

STEVENSON, R. L. 1. *Essays of Travel*.

Chapter IV. 'A Winter's Walk in Carrick and Galloway.' A short description of the lowland country between the Bridge of Doon and Girvan.

2. *The Merry Men*.

The setting of the first story is the Island of Mull and the Sound.

3. *The Pavilion on the Links*.

Scottish coast scenery.

4. *Picturesque Notes on Edinburgh*.

Chapter I. Position of City and climate. II. The Old Town and its inhabitants. VI. Near approach of the country to the City. VIII. Wonderful description of view from Calton Hill by day and night. IX. Climate, description of Duddingston Loch as seen from Arthur's Seat, both in winter and summer. X. Description of a walk from Edinburgh to the Pentland Hills, the view from the summit vividly portrayed.

5. *St. Ives*.

6. *In the Highlands*.

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GOLDSMITH, OLIVER. *The Traveller*.

Cf. the reclamation of the Zuider Zee in this century.

MOTLEY, J. L. *The Rise of the Dutch Republic*. 1856.

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FRANCE

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MOYAL, M. *On the Road to Pastures New*. Phoenix. 1956. *Out of print*. Very good accounts of transhumance in the French Alps.

SCOTT, J. M. *The Man who made Wine. A Vineyard in Médoc.* Hodder and Stoughton. 1953.

SMOLLETT, T. *Travels through France and Italy.* The World's Classics. O.U.P. Two vols. 1766.

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STEVENSON, R. L. *Across the Plains, and other Memories and Essays.* 'Fontainebleau' is an inspiring essay on the forest and its village communities of painters, 1882.

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Chapter V. A vivid description of the Forest of Fontainebleau.

2. *A Mountain Tour in France.*

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3. *Memories of Fontainebleau* (included in 'Picturesque Notes on Edinburgh').

I. Fontainebleau and its village community of painters. II. Forest Notes. This essay opens with a description of the work of the peasant farmer on the plain of the Gâtinais.

STEVENSON, R. L. *An Inland Voyage.* (See p. 486.)

STEVENSON, R. L. *Travels with a Donkey in the Cévennes.*

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A brightly written account, with some very good photographs, of several German spas. For the teacher's lighter reading for interesting details.

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There is a description of the vintage in Italy on pp. 105-7.

SMOLLETT, T. *Travels through France and Italy*. O.U.P.

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2. *Pogo's Fishing Trip*. Shakespeare Head. 1945.
Salmon. British Columbia.

ONRAET, A. *Down North. (Mackenzie River Basin).* Cape. 1944.

PEARY, M. A. *Muskox, Little Tooktoo's Friend.* Shaw. 1945 (third edition).

A children's tale of muskoxen, reindeer and wolves.

PONCINS, G. DE. *Kabloona.* Cape. 1941.

A study of the Eskimos, 1938-39.

RASMUSSEN, K. *Across Arctic America.* 1921. Putnam. 1927.

Canada and Alaska, a study of the Eskimos.

RASMUSSEN, KNUD, AND WORSTER, W. *Eskimo Folk Tales.* Gyldendal. 1921.

'RINGUET'. *Thirty Acres.* Macmillan. 1940.

Quebec background, nineteen-forties.

ROBERTS, C. G. D. *The House in the Water: A Book of Animal Life.* (Backwoods of Canada.) Ward Lock. 1908.

ROBERTS, I. *Canada.* Harrap. 1953.

ROWLANDS, J. J. *Cache Lake Country: Life in the Canadian North Woods.* Black. 1948.

RUTLEY, C. B. *Colin and Patricia in Canada.* Macmillan. 1949.

For children of eleven to thirteen years.

SCOTT, J. M. *The Land that God gave Cain.* Chatto. 1933.

An account of H. G. Watkins's expedition to Labrador, 1928-29.

SCOTT, PETER. *Wild Goose and Eskimos.* Country Life.

Perry River Expedition of 1949.

SMYTHE, F. S. *Climbs in the Canadian Rockies.* Hodder. 1950.

STEFANSSON, E. *Within the Circle.* Scribner's. 1945.

STEFANSSON, V. (Selections by J. A. Schwartz). *Northward Ho: An Account of the Far North and its People.* 1927.
Eskimos.

STEFANSSON, V. *The Myths and Folklore of the Eskimos.*

STEFANSSON, V., AND IRWIN, V. *Kak, the Copper Eskimo.* 1925.

STREET, A.G. *Farmer's Glory*. Penguin Books. 1951 (1st pub. 1932). Farming life in southern England and western Canada.

TRUE, B., AND HENRY, M. *Their First Igloo on Baffin Island*. Gifford. 1945. A tale for children.

TWEEDSMUIR, LORD. *Hudson's Bay Trader*. Clerke and Cockeran. 1951.

VALIN. *Eskimoland Speaks*. Museum Press.

WALDEMAN AND JUNEK. *Isolated Communities: a Study of A Labrador Fishing Village*. American Book Co. Labrador local study.

WATKINS, ERNEST. *Prospect of Canada*. Secker and Warburg. 1954.

WINGFIELD-STRATFORD, E. *Driftwood Valley*. British Columbia.

WOOLLACOT, A.P. *Mackenzie and his Voyageurs*. Dent. 1927.

THE WEST INDIES

FERMOR, P. LEIGH. *The Traveller's Tree*. Murray. 1950. Caribbean Islands.

HUGHES, RICHARD. *A High Wind in Jamaica*. Chatto and Windus. 1929.

Chapters I and II contain vivid descriptions of English family life in Jamaica after the Emancipation, and of an earthquake and a hurricane. The rest of the book tells the story of the last private schooner to sail the Caribbean Seas in the reign of Queen Victoria.

HUXLEY, ALDOUS. *Beyond the Mexique Bay*. Chatto. 1949. West Indies and Central America.

KINGSLEY, CHARLES. *At Last, a Christmas in the West Indies* (1869-70).

METRAUX, A. *Haiti: Black Peasants and their Religion* (Translated by Peter Lengyel). Harrap. 1960.

Well illustrated book describing the lives of the native peoples and the history of their country.

TREVES, SIR FREDERICK. *The Cradle of the Deep*. Murray. 1908.

MEXICO

HUTTON, G. *Mexican Images*. Faber. 1963.
A book of impressions on Mexico, with good geographical details.

PREScott, W. H. *Montezuma*. Blackie's English Texts.
Capture of Mexico (the last siege and capture of the City of Mexico, 1521).

CATHER, WILLA. *Death Comes for the Archbishop*. Heinemann. 1st pub. 1927.

A story of Mexico in the middle of the nineteenth century, with good descriptions of scenery and people; for atmosphere.

WOODCOCK, G. *To the City of the Dead*. Faber. 1957.
Vivid account of life in Mexico.

SOUTH AMERICA

ATTENBOROUGH, D. *Zoo Quest to Guiana*. Lutterworth. 1956. Also Pan Books. 1958. 2s. 6d.

BATES, H. W. *Naturalist on the Amazon*. 1863.

BLAKE, W. T. *The Pampas and the Andes*. Cassell.
Argentina.

BRIDGES, E. L. *Uttermost Part of the Earth. South Chile*. Hodder and Stoughton. 1963 (1st pub. 1948). 42s.

BROWN, J. *Two Against the Amazon*. Hodder and Stoughton. 224 pp. 1952. 16s.

BRYANS, R. *Fanfare for Brazil*. Faber. 1962.
A personal survey of present-day Brazil.

CASPAR, FRANZ. *Tupari* (Trans. by Eric Northcott). Bell and Son. 1956.

A fascinating account of a journey across the Matto Grosso and a detailed description of the Tupari Indians.

CATRILLO, E. L. *A Pan-American Journey*. Harrap. 1947.
The twenty-one countries of Latin America.

COLEMAN, J. *Coleman's Drive*. Faber. 1962.
Across South America and Central America in a baby Austin

CONRAD, JOSEPH. *Nostromo*.
North Chile. Chapter I. Sea coast. V. Journey across sierras. VI. Silver mine—history. VIII. Settlement in mountains and work.

DAVIS H. *The Jungle and the Damned*. Harrap 255 pp. 1954. 15s.

This is a true story of modern exploration in French Guiana, contains detailed descriptions of the Maroni River area and is illustrated with excellent photographs taken by the author.

DOLINGER, JANE. *Girl Friday*. Jarrolds. 1957.
Amazonia.

DOMVILLE FIFE, C. W. *Modern South America*. Seeley Service. 1931.

DUGUID, JULIAN. 1. *Green Hell*. Cape. 1931.
Forests of eastern Bolivia.

2. *A Cloak of Monkey Fur*. Cape. 1936.
Story of a Spanish expedition in 1534 to the Rio de la Plata.

DURRELL, G. (1) *Three Singles to Adventure*. Hart Davis.
British Guiana.

2. *The Drunken Forest*. Penguin. 1960.
Paraguay.

DYOTT, G. M. *Man Hunting in the Jungle: The Search for Colonel Fawcett*. Arnold. 1930.
Brazil.

ENOCK, C. R. *The Panama Canal, its past, present and future*. Collins.
1912.

FAWCETT, LIEUT-COLONEL P. H. *Exploration Fawcett*. Hutchinson.
312 pp. 1953. 15s. Also Arrow Books 5s.

An account of journeys in Bolivia and Brazil made between 1906 and 1924 by Lieut.-Colonel Fawcett. The material has been arranged from manuscripts, letters and records by his son, Brian Fawcett.

FIELDER, ARKADY. *The River of Singing Fish*. Hodder. 1948.
River Ucayali; wild life of the Amazon Basin.

FLEMING, PETER. *Brazilian Adventure*. Cape. 1933. (See p. 330.)

FRANK, WALDO. *South American Journey*. Gollancz. 1943.

GHEERBRANT, A. *The Impossible Adventure*. Gollancz. 1953.
Journey to the far Amazon.

GRANT WHITE, J. AND A. *Jungle Down the Street*. Phoenix. 1958.
A vivid, up-to-date account of a journey up the Amazon. Well illustrated.

GUPPY, NICHOLAS. *Wai-Wai*. Murray. 1958.
A Journey through the forests north of the Amazon.

HAGEN, V. VON. *South America called them*. Hale. 1949.
La Condamine, Humboldt, Darwin and Spruce.

HANSON, E. P. *Journey to Manaos*. Gollancz. 1938.

HERIVEL, E. B. *We farmed a desert*. Faber. 1957.
Account of farming experiment by a farmer and his family.

HUDSON, W. H. I. *Green Mansions*. 1904.
Orinoco Valley.

2. *Far Away and Long Ago*. 1st pub. 1918.

A history of the author's life on the South American pampas. The whole book is vivid with pictures of the scenery and the human animal and plant life as it was a century ago.

3. *The Purple Land*. Duckworth.

A story of adventures in Uruguay in the late 'sixties and early 'seventies of the nineteenth century, containing much historical geography, physical and human, first published in 1885.

ISHERWOOD, C. *The Condor and the Cows*. Methuen. 1949. Ecuador.
Peru and Bolivia to the Argentine.

KINGSLEY, CHARLES. *The Legend of La Brea*.

A myth of the Pitch Lake, Trinidad, with descriptions of plants, creatures and men.

KINGSTON, W. H. C. *Manco, the Peruvian Chief*. Collins.

A thrilling story of the last attempts of the Incas to throw off the Spanish yoke, with descriptions of the Andean scenery and the river Amazon. For children of eleven plus, boys especially, to quicken interest.

KOGAN, G., AND LEININGER, N. *The Ascent of Alpamayo*. Harrap.
135 pp. 1954. 15s. *Out of print*.

This is an account of the Franco-Belgian Expedition to the Cordillera Blanca in the High Andes and is fully illustrated.

LUCAS BRIDGES, E. *The Uttermost Parts of the Earth*. Hodder and Stoughton.

Fascinating detail of Tierra del Fuego.

MACDONALD, N. *The Orchid Hunters*. Hale. 1940.
Northern South America.

MANZONI, J., ASTURIAS, M. AND DE MEDINA, F.D. (Translated by F. Hogarth-Gaute). *Bolivia: an Undiscovered Land*. Harrap. 1961. A description of the country and its people.

MARCO POLO. *The Travels of Marco Polo*. Blackie's English Texts. Marden's translation.

MIELCHE, HAKON. 1. *Land of the Condor*. Hodge. 1947. Chile.

2. *The Amazon*. Hodge. 1949.

MUIR, H.J. *Hoo-Hooey*. Country Life. 1947. North-west Argentine.

PRITCHARD, H. H. *Through the Heart of Patagonia*. Heinemann. 1902.

RALEIGH, SIR WALTER. *The Discovery of Guiana*. Blackie's English Texts.

REVILL, MRS. WINIFRED. *Chaco Chapters*. Hodder. 1947.

RODWAY, J. *In the Guiana Forest*. Fisher Unwin. 1895.

RUBIO, P. *Patagonian Year*. Methuen. 1938.

TILMAN, H.W. *Mischief in Patagonia*. E.U.P. 1957. *Out of print*.

TOMLINSON, H.M. *The Sea and the Jungle*. Duckworth. 1930.

The story of the voyage of a tramp steamer made in 1909-10, from Swansea to Para and along the Amazon and Madeira Rivers to the San Antonio Falls. Specially good for the descriptions of the forest and settlements along the rivers.

TSCHIFFELY, A.F. 1. *Southern Cross to Pole Star*.

Tschiffely's ride from Buenos Aires to Washington.

2. *Don Roberto*, R. B. Cunningham Graham, 1852-1936. Heinemann. 1937.

South America, Mexico, Spain, Morocco.

3. *This Way Southward*. Heinemann. 1940.

Patagonia to Tierra del Fuego.

TSCHIFFELY, A.F. 1. *Bohemia Junction* (Chapter IX onwards). Hodder and Stoughton. 1950. *Out of print*.

2. *The Man from Woodpecker Creek*. Hodder and Stoughton. 1953. Story of Lucas Bridges, a pioneer in Tierra del Fuego.

ULLMAN, J.R. *The Other Side of the Mountain. An Escape to the Amazon*. Carrick and Evans, New York. 1938.

YOUNG, ERNEST. *South American Excursion*. Arnold. 1939.

ZWEIG, STEFAN. *Brazil*. Cassell. 1942.

AUSTRALIA, NEW ZEALAND AND THE PACIFIC ISLANDS

ANDERSEN, JOHANNES C. *Maori Tales*. Whitcombe and Tombs.

ATTENBOROUGH, DAVID. *Quest in Paradise*. Lutterworth Press. 1960.

BRAHAM, NONI. *The Interloper*. Heinemann. 1961.

The story of a girl from Sydney, who marries the station manager of a cattle ranch in Queensland. A fascinating study of landscape and human problems in the tropical outback.

BUCK, SIR PETER. *Vikings of the Sunrise*. Whitcombe and Tombs. 1958.

CABLE, M., AND FRENCH, F. *Journey with a Purpose*. (Australia, New Zealand and India.) Hodder. 1950.

CHASELING, W.S. *Yulengor, Nomads of Arnhemland*. Epworth Press. 1957.

The way of life of an aboriginal group described by a Methodist missionary.

CHEESMAN, E. *Landfall the Unknown*. Puffin Book. 1950. Norfolk Island.

DUNCAN-KEMP, A.M. *Our Channel Country*. Angus and Robertson. 1961.

ELDERSHAW, M. BARNARD. *A House is Built*.

The setting is Sydney; p. 204 gives a description of the gold country round Bathurst.

FAREWELL, GEORGE. *Cape York to the Kimberleys*. Angus and Robertson. 1963.

FOX, CHARLES, E. *Kakamora*. Hodder and Stoughton. 1962.

GIBBINGS, R. *Over the Reefs*. Dent. 1948.

Polynesian Islands.

GREGORY, J. W. *The Dead Heart of Australia*. Murray. 1906.

GRIMBLE, SIR ARTHUR. 1. *A Pattern of Islands*. Murray.

2. *A Return to the Islands*. Murray.

GROOM, A. *I saw a Strange Land*. Angus and Robertson. 1951.
Travels in the centre of Australia.

GROOM, A. *Wealth in the Wilderness*. Angus and Robertson. 1955.
First-rate study of the hazards of living in the back blocks of Queensland.

GYE, C. *The Cockney and the Crocodile*. Faber. 1962.
An interesting account of a medical expedition into the Australian bush and into
New Guinea.

HADDON, A. C. *Head Hunters*. Methuen. 1901; Watts, 1932.
Borneo and New Guinea.

HALL, DAVID. *Portrait of New Zealand*. A. H. and A. W. Reed.
1955.

HARNEY, W. E. *To Ayers Rock and Beyond*. Robert Hale. 1963.

HARRISSON, TOM. *Living Among Cannibals*. Harrap. 1943.

HATFIELD, W. *I find Australia*. O.U.P. 1949 (4th edition).

HEAL, JEANNE. *A thousand and one Australians*. Michael Joseph. 1959.

HEYERDAHL, THOR. *Aku-Aku*. Allen and Unwin. 1958.
Excellent book on Easter Island.

HEYERDAHL, THOR. *The Kon-Tiki Expedition, 1947*. Allen and
Unwin. 1950.

Easter Island, Tuamotu Archipelago.

IDRIESS, ION L. *The Wild North*. Angus and Robertson. 1960.

LAMBERT, S. M. *A Doctor in Paradise*. Dent. 1942.
New Guinea, Fiji, Tonga, Samoa, Cook and Solomon Islands.

LAMOND, HENRY. *Sheep Station*. Faber. 1959.

LAMOND, L. *Big Red*. Faber.

ARSEN, MAY AND HENRY. *Black Sand*. Oliver and Boyd. 1961.

LUKE, SIR HARRY. *From a South Seas Diary. 1938-42*. Nicholson
and Watson. 1945.
It includes most of the Pacific Islands.

MARSHALL AND DRYSDALE. *Journey Among Men*. Hodder and
Stoughton. 1962.

MELVILLE, H. 1. *Typee*. 1846. 2. *Omoo*. 1847. (Marquesas.)

MILES, BERYL. 1. *The Stars My Blanket*. Murray. 1954.

A journey from Sydney through Alice Springs to Darwin and back via Queensland.

2. *Islands of Contrast*. Murray. 1956. 18s. each. *Out of print*.
New Zealand.

MOOREHEAD, ALAN. *Rum Jungle*. Hamish Hamilton. 1953.

The atom range, uranium, the jungle and Great Barrier Reef.

MOUNTFORD, C.P. *Brown Men and Red Sand: Wanderings in Wild Australia*. Phoenix. 1953 (1st pub. 1949).

MUSPRATT, E. *My South Sea Island*. (Solomons.) Martin Hopkinson. 1931.

NOLAN, CYNTHIA. *Outback*. Methuen. 1962.

PENTON, B. *Advance Australia—Where?* Cassell. 1943.

PORTEUS, S.D. *Calabashes and Kings*. Harrap. 1954.

An introduction to Hawaii.

POWELL, S.W. *A South Sea Diary*. Penguin Books. 1945.

RAWSON, G. *Australia*. Chatto. 1948.

REEVES, P. *The Long White Cloud*. 1898.

New Zealand.

ROSENDAL, JØRGEN. *The Happy Lagoons. The World of Queen Salote*. Jarrolds. 1961.

ROSS, M.I. *Greentree Downs*. Puffin Story Book. 1945.
Queensland.

SHUTE, NEVIL. *A Town like Alice*. Heinemann. 1950.

SIMPSON, COLIN. *Islands of Men*. Angus and Robertson. 1956

SUTHERLAND, H. *Southward Journey*. Hollis and Carter. 1947.
Australia.

SUTHERLAND, TEMPLE. *Green Kiwi*. A. H. and A. W. Reed. 1956.

TAYLOR, N.M. (Ed.) *Early Traveller in New Zealand*. Clarendon Press. 626 pp. 1958. 63s.

This is an excellent collection of extracts from the writings of eleven travellers in New Zealand with vivid accounts of their discoveries between 1841 and 1873. Some of the descriptions of physical features and vegetation are particularly vivid. Good index.

WAKEFIELD, E.J. *Adventure in New Zealand*. Whitcombe and Tombs Ltd. 1955.

WENCH, IDA. *Mission to Melanesia*. Elek Books. 1961.

WOOD, THOMAS. *Cobbers*. O.U.P. 1938.

Journey from Essex to Australia, Tasmania and the Coral Sea, 1930-32. Accurate Highly interesting.

POLAR REGIONS

ANDERSON, W. ELLERY. *Expedition South*. Evans. 1957.

Strongly recommended.

ARMSTRONG, T. *The Russians in the Arctic*. Methuen. 1958.

Aspects of Soviet exploration and exploitation of the Far North 1937-57.

CALDER, R. *Men against the Frozen North*. Allen and Unwin. 1957.

CHAPMAN, F. SPENCER. *Watkins's Last Expedition*. Chatto. 1934. East Greenland.

CHERRY-GARRARD, A. *The Worst Journey in the World* (1910-13). Chatto.

DEBENHAM, F. *In the Antarctic: Stories of Scott's Last Expedition*. Murray. 1952.

DOVER, R. *Huskies*. G. Bell and Sons. 1957.

An account of work with dog-teams with the French Antarctic Expedition 1951-52. Considerable amount of exciting background material.

DUFFERIN, LORD. *Letters from High Latitudes*.

A holiday cruise to Iceland.

FLETCHER, STANWELL. *Driftwood Valley*. Harrap.

HENRY, THOMAS R. *The White Continent*. Eyre and Spottiswoode. The story of Antarctica up to 1947.

HYDE, M. *Arctic Whaling Adventures*. O.U.P. 1955.

ILLINGWORTH, F. *Wild Life Beyond the North*. Country Life. 1951.

INGSTAD, H. *Nunamiut*. Allen and Unwin. 254 pp. 1954. 21s. *Out of print*.

An account of the life of the Nunamiut Eskimos of inland Alaska. The book contains excellent photographs.

KINGSTON, W.H.G. *Peter the Whaler*. 1851.

KIRWAN, L.P. *The White Road*. Hollis and Carter. 1960. 30s.

This survey of Polar exploration by the Director and Secretary of the Royal Geographical Society covers both Arctic and Antarctic exploration, beginning 300 B.C. and ending with the transpolar voyage of the nuclear-powered submarine *Nautilus*.

MARSHALL, H. *With Scott to the Pole*. Country Life. 1953.

MUNTEVANS, LORD. *Arctic Solitudes*. Lutterworth. 1953. *From Husky to Snocat*. Staples Press. 1957. *South with Scott*. Collins. 1948 (1st pub. 1921). *The Desolate Antarctic*. Lutterworth. 1950.

NANSEN, F. *The First Crossing of Greenland* (1888). 1893. *Farthest North*. 1897. *In Northern Mists*. 1911.

OMMANNEY, F.D. *South Latitude*. Longmans. 1938.

Whaling.

PETTINGILL, E.R. *Penguin Summer*. Cassell. 1962.

An account of a summer spent in the Falkland Islands photographing penguins for one of Walt Disney's nature films.

RITTER, C. *A Woman in the Polar Night*. Allen and Unwin. 188 pp. 1954. 12s. 6d. *Out of print*.

An account of a year spent on Spitzbergen.

SCOTT, J.M. *The Cold Lands*. Methuen. 1939. *Portrait of an Ice Cap*. Chatto. 1953.

SCOTT, CAPTAIN R.F. *The Voyage of the 'Discovery'* (1901-4). Smith Elder. 1905. *Personal Journal, Scott's Last Expedition*. Murray. 1949.

SEAVER, G. *Edward Wilson of the Antarctic*. Murray. 1963.

SEMUSHKIN, T. *Children of the Soviet Arctic*. Hutchinson. 1944.

SHACKLETON, SIR E. *The Heart of the Antarctic.* (1907-9). Heinemann. 1909.

STEFANSSON, E. *Here is the Far North.* Scribner's. 1957.

Great Circle flight from Los Angeles to Copenhagen. Intimate scenes in Greenland, Iceland and Northern Siberia.

SULLIVAN, W. *Quest for a Continent.* Secker and Warburg. 1957.
Out of print.

Vivid and comprehensive.

TRANTER, G. J. *Plowing the Arctic.* Hodder. 1944.

Canada, the North-West Passage from west to east.

WILLIAMSON, T. *North after Seals.* Puffin Books. 1946.

SPLENDOUR OF EARTH compiled by Margaret S. Anderson.

In 1906, the famous 'Descriptive Geography From Original Sources' compiled by F. D. and A. J. Herbertson was first published in seven volumes. Teachers at the time found this collection of immense value. Teachers of more modern times have found Margaret Anderson's *Splendour of Earth* similarly valuable. This anthology of travel is now widely used, and reference is made to it in the Section entitled 'Geography and Education' on page 8. Excellent descriptions of physical phenomena are included under classified headings, e.g. 'Oceans and Seas', 'Earthquakes, Volcanoes and Hot Springs'.

E. L. WALKER.

SECTION X

OFFICIAL PUBLICATIONS

British Government publications are obtainable from the Sales Offices of H.M. Stationery Office in London, Edinburgh, Manchester, Birmingham, Cardiff, Bristol, and Belfast, or they may be ordered through any bookseller. A monthly catalogue is available by annual subscription of 4s. 6d. including postage; it contains a loose inset with short descriptions of the more important publications, and is fully indexed.

H.M. Stationery Office also issues a series of Sectional Catalogues listing the publications of the respective Government Departments; copies are supplied free on application. Teachers of geography will find a particular interest in No. 34 (a list of Colonial Office publications) and No. 53, a list of books, maps, filmstrips, etc., relating to the Colonies and the Dominions.

The London Sale Office of H.M. Stationery Office at York House, Kingsway, W.C.2, acts as sales agent for Government publications of U.S.A.

The publications of the United Nations and those of its specialized agencies and of certain other international organizations, although not published by H.M. Stationery Office, are on sale at its sales offices and are included in the catalogues. The publications of U.N.E.S.C.O. are, of course, of particular interest to teachers.

Official publications of the Commonwealth countries can usually be purchased from their representatives in London. A list of addresses is given below.

LONDON REPRESENTATIVES OF COMMONWEALTH COUNTRIES

The Crown Agents for Overseas Governments and Administrations, 4 Millbank, S.W.1.

Commonwealth Relations Office, Downing Street, S.W.1.

AFRICA

East

The Commissioner for East Africa, East Africa Office, 110 Grand Buildings, Trafalgar Square, W.C.2.

The High Commissioner for Tanzania, 43 Hertford Street, W.1.

The High Commissioner for Kenya, Kenya House, 172 Strand, W.C.2.

Kenya Public Relations Office, 113 Grand Buildings, Trafalgar Square, W.C.2.

The High Commissioner for Rhodesia, Rhodesia House, 429 Strand, W.C.2.

The Commissioner for Zambia Estate House, Haymarket, S.W.1.

The London Director, Uganda Development Corporation, Uganda House, 58 Trafalgar Square, W.C.2.

The High Commissioner for Malawi, 47 Great Cumberland Place, W.1.

West

The High Commissioner for Gambia, The Gambia House, 28 Kensington Court, W8.

The High Commissioner for Ghana, 13 Belgrave Square, S.W.1.

The High Commissioner for Nigeria, Office of the High Commissioner for Nigeria in the United Kingdom, 9 Northumberland Avenue, W.C.2.

The Commissioner for the Eastern Region of Nigeria, Nigeria House, 9 Northumberland Avenue, W.C.2.

The Commissioner for the Northern Region of Nigeria, Northumberland Avenue, W.C.2.

The Commissioner for the Western Region of Nigeria, 178-202 Great Portland Street, W.1.

The High Commissioner for Sierra Leone, 33 Portland Place, W.1

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The High Commissioner for New Zealand, New Zealand House, Haymarket, S.W.1.

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The Agent-General for Queensland, 409-410 Strand, W.C.2.

The Agent-General for South Australia, Villiers House, 50 Strand, W.C.2.

The Agent-General for Victoria, Victoria House, Melbourne Place, W.C.2.

The Agent-General for Western Australia, Savoy House, 115 Strand, W.C.2.

The Agent-General for Tasmania, 457 Strand, W.C.2.

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The Manager, Bermuda Travel Information Office, Sackville House, 40 Piccadilly, W.1.

BRUNEI

The Brunei Government Agent, 304 Grand Buildings, Trafalgar Square, W.C.2.

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The High Commissioner for Canada, Canada House, Trafalgar Square, W.C.2.

The Agent-General for Alberta, 37 Hill Street, W.1.

The Agent-General for the Atlantic Provinces, 60 Trafalgar Square, W.C.2.

The Agent-General for British Columbia, 1 Regent Street, S.W.1.

The Agent-General for Manitoba, Room 103, 1 Grosvenor Square, W.1.

The Agent-General for Ontario, Ontario House, 13 King Charles II Street, S.W.1.

The Agent-General for Saskatchewan, 28 Chester Street, Belgrave Square, S.W.1.

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The High Commissioner for Cyprus, Cyprus Government London Office, 93 Park Street, London, W.1.

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The Director, Hong Kong Government Office, 54 Pall Mall, S.W.1.

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Consular Branch, Malaya House, 45 Portland Place, W.1.
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Singapore Government Information Office, 16 Northumberland
Avenue, W.C.2.

MALTA

The Commissioner-General, Malta Government Office, Malta
House, Haymarket, S.W.1.

MAURITIUS

The Secretary, Mauritius House, 16 Upper Montagu Street, W.1.

WEST INDIES

The Manager, Bahamas Tourist Board, Official Government
Office, 10 Old Bond Street, W.1.
The Commissioner for British Guiana, 28 Cockspur Street, S.W.1.
Jamaica Section, West India Committee, 40 Norfolk Street, W.C.2.

SECTION XI

ADDRESSES OF PUBLISHERS

Allen and Unwin (and Murby), 40 Museum Street, London, W.C.1.
Architectural Press, 9 Queen Anne's Gate, London, S.W.1.
Arnold E. J. & Son, Butterley Street, Leeds, 10.
Arnold (Edward) (Publishers) Ltd., 41 Maddox Street, London W.1.
Athlone Press, 2 Gower Street, London, W.C.1.
Bartholomew & Son, 12 Duncan Street, Edinburgh.
Batsford, 4 Fitzhardinge Street, Portman Square, London, W.1.
Bell (Geo.) & Sons, 6 Portugal Street, London, W.C.2.
Benham & Co. Sheepen Road, Colchester, Essex.
Benn (Ernest), Bouverie House, 154 Fleet Street, London, E.C.4.
Black (A. and C.), 4, 5 and 6 Soho Square, London, W.1.
Blackie, 17 Stanhope Street, Glasgow, C.4.
Blackwell (Basil), 49 Broad Street, Oxford.
Blackwood (James) & Co., 17 Creechurh Lane, London, E.C.3.
The Bodley Head (also Hollis & Carter, The Nonesuch Press, Max Reinhardt, Werner Laurie). All orders for books should be addressed to The Bodley Head, c/o Penguin Books, Harmondsworth, Middlesex.
Cambridge University Press, 200 Euston Road, London, N.W.1.
Cape (Jonathan), 30 Bedford Square, London, W.C.1.
Cassell & Co., 35 Red Lion Square, London, W.C.1.
Chambers (W. and R.), 11 Thistle Street, Edinburgh, 2.
Chapman and Hall, 11 New Fetter Lane, London, E.C.4.
Chatto and Windus, 40-42 William IV Street, London, W.C.2.
Christophers (Chatto and Windus).
Cleaver-Hume Press, St. Martin's Street, London. W.C.2.
Collier-Macmillan (jointly with The Macmillan Co., New York), 10 South Audley Street, London, W.1.
Collins, Sons & Co., 144 Cathedral Street, Glasgow, C.4.
Commonwealth Agricultural Bureaux, Farnham Royal, Buckinghamshire.

Commonwealth Bureau of Pastures and Field Crops, Hurley, Nr Maidenhead, Berkshire.

Constable & Co., 10-12 Orange Street, London, W.C.2.

Cresset Press, 11 Fitzroy Square, London, W.1.

Dent (J. M.) & Sons, 10-13 Bedford Street, London, W.C.2.

Dover Publications (see Constable & Co.).

Duckworth & Co., 3 Henrietta Street, London, W.C.2.

Educational Supply Association (Publishing Division), 233 Shaftesbury Avenue, London, W.C.2.

Elek Books, 14 Great James Street, London, W.C.1.

English Universities Press, 102 Newgate Street, London, E.C.1.

Evans Brothers, Montague House, Russell Square, London, W.C.1.

Eyre and Spottiswoode, 11 New Fetter Lane, London, E.C.4

Faber and Faber, 24 Russell Square, London, W.C.1.

Gibson (Robert) & Sons, 2 West Regent Street, Glasgow.

Gill (George), 67 Chandos Place, London, W.C.2.

Ginn & Co., 18 Bedford Row, London, W.C.1.

Gollancz (Victor), 14 Henrietta Street, London, W.C.2.

Hale (Robert), 63 Old Brompton Road, London, S.W.7.

Harper and Row, 35 Great Russell Street, London, W.C.1.

Harrap (Geo. G.) & Co., 182 High Holborn, London, W.C.1.

Heffer (W.) & Sons, 3-4 Petty Cury, Cambridge.

Heinemann (Wm.), 15-16 Queen Street, Mayfair, London, W.1.

Her Majesty's Stationery Office, Atlantic House, Holborn Viaduct, London, E.C.1.

Hodder and Stoughton, St. Paul's House, Warwick Lane, London, E.C.4.

Hollis and Carter (see The Bodley Head).

Hutchinson & Co., 178 Great Portland Street, London, W.1.

Johnston (W. and A. K.), Edina Works, Easter Road, Edinburgh, 7.

Joseph (Michael), 26 Bloomsbury Street, London, W.C.1.

Lane (John) (see The Bodley Head).

Laurie (T. Werner) (see The Bodley Head).

Liverpool University Press, 123 Grove Street, Liverpool, 7.

Longmans, Green & Co., 48 Grosvenor Street, London, W.1.

Lutterworth Press, 4 Bouverie Street, London, E.C.4.

MacGibbon and Kee, 1-3 Upper James Street, London, W.1.

McGraw-Hill, McGraw-Hill House, Shoppenhangers Road, Maidenhead, Berkshire.

Macmillan & Co., 10 St. Martin's Street, London, W.C.2.

Maritime Press, 13 Long Acre, London, W.C.2.

Marshall (Percival), 19 Noel Street, London, W.1.
Meiklejohn & Son (see Oliver & Boyd).
Methuen & Co., 11 New Fetter Lane, London, E.C.4.
Muller (Frederick), 110 Fleet Street, London, E.C.4.
Murray (John), 50 Albemarle Street, London, W.1.
Nelson (Thomas), Parkside Works, Edinburgh, 9.
Odhams Press, 40 Long Acre, London, W.C.2., and 24 Henrietta Street, W.C.2.
Oliver and Boyd, Tweeddale Court, High Street, Edinburgh.
Oxford University Press, Amen House, Warwick Square, London, E.C.4.
Parrish, Max, Gulf House, 2 Portman Street, London, W.1.
Penguin Books, Harmondsworth, Middlesex.
Philip (George), 98 Victoria Road, London, N.W.10.
Phoenix, 10-13 Bedford Street, London, W.C.2.
Pitman (Sir Isaac), 39-41 Parker Street, London, W.C.2.
Pleiades Books (Cresset Press).
Prentice-Hall, 28 Welbeck Street, London, W.1.
Rathbone Books, merged into Aldus Books, Aldus House, Conway Street, Fitzroy Square, London, W.1. Some distributed by Macdonald & Co., Gulf House, 2 Portman Street, London, W.1.
Routledge and Kegan Paul, Broadway House, 68-74 Carter Lane, London, E.C.4.
Royal Institute of International Affairs (see Oxford University Press).
Schofield and Sims, 35 St. John's Road, Huddersfield, Yorkshire.
Scribner's (Charles) Sons, 23 Bedford Square, London, W.C.1.
Secker and Warburg, 14 Carlisle Street, London, W.1.
Seeley Service & Co., 196 Shaftesbury Avenue, London, W.C.2.
Shakespeare Head Press (Basil Blackwell), 49 Broad Street, Oxford.
Sidgwick and Jackson, 1 Tavistock Chambers, Bloomsbury Way, London, W.C.1.
Sifton Praed, 67 St. James's Street, London, S.W.1.
Stanford (Edward), 12-14 Long Acre, London, W.C.2.
Staples Press, 1-3 Upper James Street, London, W.1.
Technical Press, 112 Westbourne Grove, London, W.2.
University of Chicago Press, 6a Bedford Square, London, W.C.1.
University of London Press, Warwick Square, London, E.C.4.
University Tutorial Press, 7 Queen Anne Terrace, Cambridge.
University of Wales Press, University Registry, Cathays Park, Cardiff.

Ward Lock, Warwick House, 116 Baker Street, London, W.1.
Warne, 1 Bedford Court, Bedford Street, London, W.C.2.
Watts & Co., 39 Parker Street, London, W.C.2.
Wheaton (A.), 143 Fore Street, Exeter, Devonshire.
Wiley (John) & Sons, Glen House, Stag Place, London, S.W.1.
Williams and Norgate, Bouverie House, Fleet Street, London, E.C.4.
Witherby (H. F. and G.), 5 Warwick Court, London, W.C.1.

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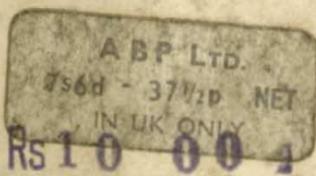
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